

# **DESIGNING ENGLISH WRITING E- LEARNING MATERIALS FOR THE GRADE XI STUDENTS OF SMA NEGERI 6 YOGYAKARTA**

**A Thesis**

Submitted as a Partial Fulfillment of the Requirements for the attainment of  
the Degree of *Sarjana Pendidikan* in English Language Education



by

**ALPHA RESHA INDAH SEPTIANTYA**

**08202241040**

**ENGLISH EDUCATION DEPARTMENT  
LANGUAGES AND ARTS FACULTY  
STATE UNIVERSITY OF YOGYAKARTA**

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**APPROVAL**

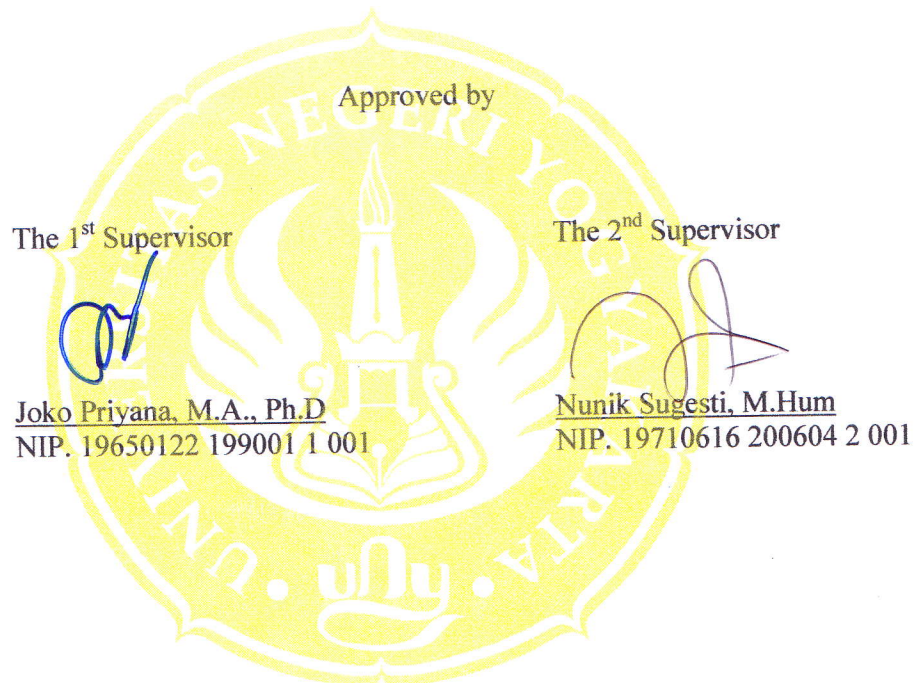
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## RATIFICATION

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A Thesis

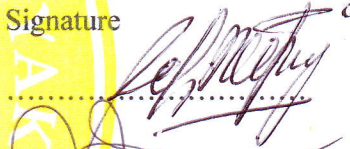
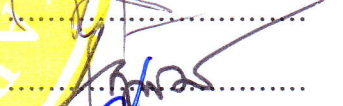
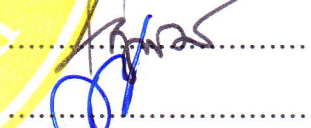
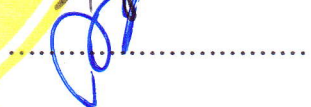
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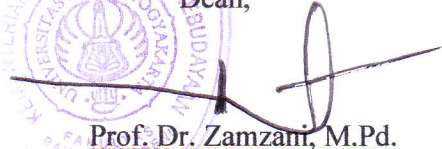
State University of Yogyakarta

On January 20<sup>th</sup>, 2014

and declared to have fulfilled the requirements for the attainment of the Degree of  
Sarjana Pendidikan in English Language Education

Board of Examiners		
Name	Position	Signature
1. R.A. Rahmi D. Andayani, M.Pd.	Chairperson	
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Yogyakarta, January 20<sup>th</sup> 2014  
Languages and Arts Faculty  
State University of Yogyakarta

  
Dean,  
Prof. Dr. Zamzani, M.Pd.  
NIP. 19550505 198011 1 001

## DECLARATION

Yang bertanda tangan di bawah ini,

Nama : Alpha Resha Indah Septiantya

NIM : 08202241040

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : *DESIGNING WRITING E-LEARNING MATERIALS FOR THE XI GRADE STUDENTS OF SMA NEGERI 6 YOGYAKARTA.*

Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini maupun di perguruan tinggi lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan mengikuti tata cara dan penulisan karya ilmiah baku.

Apabila kemudian terbukti pernyataan ini tidak benar, hal itu adalah tanggung jawab saya sepenuhnya.

Yogyakarta, 15 Januari 2014

Penulis,



Alpha Resha Indah Septiantya



## *Dedication*

This thesis is proudly dedicated to:

☆ Father (Dr. Haryanto, M.Pd., M.T.) and Mother (Dra. Reni Triestieni), for giving me all the motivation and encouragement. Though both of you are often annoyingly nagging, you are *THE* parents and I am *THE* daughter. It is because of you that I made it this far literary *IN EVERYTHING* not just this thesis. You know, a simple “thank you” does not seem enough to express my gratitude to you. I love you.

☆ My sister, Beta Fitra Akhsana Wafda. I know I haven’t been the best sister for you, so from now on I will be your guiding star. I appreciate all of your support. Thank you.

☆ Mama Chii, Mama Lily, Lion and Shinshin. You are the reason I hold onto today. You have played the important role in my life since forever. I do not know what will happen to me if you guys are not there. Lots of kisses, thank you.

## *Mottos*

The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it.  
(Steve Jobs)

Don't ever let someone tell you that you can't do something. Not even me. You got a dream, you gotta protect it. When people can't do something themselves, they're gonna tell you that you can't do it.

You want something, go get it. Period.  
(Will Smith [The Pursuit of Happiness film])

You are never too old to set another goal  
or to dream a new dream.  
(C. S. Lewis)

Progress is impossible without change, and those who cannot change their minds cannot change anything.  
(George Bernard Shaw)

Follow your curiosity, preserverance is priceless, focus on the present, the imagination is powerful, make mistakes, live in the moment, create value, don't expect different results, knowledge comes from experience, learn the rules then play better.  
(Albert Einstein)

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I would like to thank my family: my parents, for giving birth to me, also my little sister, for supporting me throughout my life.

Last but not least, this thesis is far from perfect. Nevertheless, I have a silent expectation that it would be a contribution to the improvement of English e-learning materials in high schools.

Yogyakarta,

Alpha Resha Indah Septiantya

## **ABSTRACT**

**Alpha Resha I. S.**

**08202241040**

This study aims to develop appropriate e-learning materials for writing skills for the grade XI students of SMA Negeri 6 Yogyakarta. The designed e-learning materials are needed to provide the students, who are under a unique learning environment as the students of a research school of Yogyakarta, with appropriate learning materials. The development of the e-learning materials is driven by the availability of learning facilities i.e. an official website and a wi-fi connection and students' interest in IT.

The design of the study is Research and Development (R&D). This study followed the research procedure as follows: (1) needs assessment, where observation took place and questionnaires were handed to the students; (2) product planning and design, utilising the number of related theories; (3) prototype product design and (4) evaluation by the qualified experts to judge the appropriateness of the developed e-Learning materials, using questionnaires. There were observation and questionnaires used in the study to gather data. The data were analysed descriptively.

This study developed three units of e-Learning materials. Each unit consists of 13 to 15 tasks which are organised into pre-writing, while writing and post-writing. It is based on the needs assessment compliance with the standard of competence and the basic competence. The task-based language learning and teaching with technology were installed in the materials. The tasks were constructed, following the writing steps. Regarding the experts' judgment, the materials design were appropriate with the median 3.5 and the interquartile range 0.5 for Unit 1, the median 3.5 and the interquartile range 0.5 for Unit 2, and the median 3.5 and the interquartile range 0.25 for Unit 3.



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background to the Problem**

At present, young learners inevitably grow up with technology as a part of their lives. Among the rapid development of technology, there is Internet which stands out pointedly regarding the thirst of information. With the help of experts, Internet has now been accessible not only through Personal Computers (PCs), but also mobile devices e.g. smartphones. Kompas Daily Newspaper claims that 2000 of Internet users come from age 12-65 (Kompas.com, 2012).

People have made use of the Internet, aiming at various purposes. There are numbers of reliable e-learning websites found on Google© searching engine. Each has its own design on certain learners i.e. elementary school age and higher. Some are owned by formal schools, and the others are organised by individuals or groups. Dudeney and Hockly (2007) believe the Internet is advantageous to enforce young learners to learn English in more adequate environment, regarding all facilities offered by the Internet and the era the learners live in. They further explain that a website is one of the easiest and least stressful ways of getting started with technology in the classroom. Being on the same boat, Lever-Duffy and McDonald (2009) point out it might be the most desired learning kit to the learners; as it organizes and presents contents in the manner that is most comfortable for the learners' unique learning styles.



SMA Negeri 6 Yogyakarta has been noted as a research school since the academic year of 2009/2010. It was the first school which is based on research studies in Yogyakarta, as well as Indonesia. The school embraces a number of studies designed by not only its teacher staff but also students of some universities. Consequently, the school demands steady, if not much of an increasing flow of experimental development in its system.

Following up the case, SMA Negeri 6 Yogyakarta has built an official website which is completed by the facility to run a very simple e-learning. Lever-Duffy and McDonald (2009) propose the idea that putting the learning materials on the website may improve the teaching-learning process at any number of points in the process. Teachers are nailed to supply the website with downloadable learning materials, so that students are able to study it first-hand in their respective home or anywhere else besides classroom. In addition, the school is supported by wi-fi installation in eight spots should anyone require the Internet.

However, there are a few obstacles which make this coveted futuristic solution of learning nearly improbable. The major population of teachers in SMA Negeri 6 Yogyakarta is technologically illiterate. Not all of them come from the older generation. Mainly, it was because of the preparation of formal classroom meetings, which is horrendously time-consuming. By the time they reached home, their family needs them. Let alone supplying additional learning materials regardless the high expectancy that comes from both students and the school itself. Secondly, the teachers are not given free access to upload their teaching materials. This issue is related to the system of the website, which said that to

upload materials to the website, teachers need the help of the representative member's of the website developer (which does not come from the school, but the sponsor team). Besides that it is bothering, it takes time.

Ironically, the teaching and learning of English in formal classroom situations is seen ineffective as SMA N 6 Yogyakarta receives a number of visitors coming from either other high schools or students. Both come for academic studies. It is not uncommon for a class to undergo a conditional situation of experiments. On one side, it is beneficial. On another side, these visits inflict time-loss where the students are compelled to cover what lessons are originally planned to learn.

Closely related to the topic, the school creates its own curriculum although it still follows the government rules and guidelines at some points. That includes English. It nurtures the four skills of English, aiming at completing the basic competences (KD) and the standard of competences (SK) goals. Those are listening, speaking, reading and writing skills.

This study focuses on writing skills, which are seen as the most difficult to learn among the other skills. Not many students are able to write grammatically correct and is cohesive as well as coherence. From the observation held on February 2012, the students put on too much struggle on their grammar. Committing mistakes is shameful that they are not confident when they are asked to come forward and perform their writing ability in front of the class. While the teachers have enticed the students to help them gain self-esteem, it does not seem

to solve anything. It can be worse, since Brown (2000) states that self-confidence is partially a factor in their eventual success.

As if proving Brown's (2000) point, the number of mistakes committed by the students is still persistently high. The students have problems with word choices, verb transforming e.g. when the sentences need to use verb II or III instead of verb I, and the likes. Guided and semi-guided task, i.e. composing a good text from jumbled paragraphs, does not seem to be a challenge. However once it comes to write in their own words, even from optional topics, they find it difficult. The teachers encourage them to have more practices. Nonetheless completed with equal encouragement from other subjects, it is quite a demand.

On the brighter note, there is a teacher who is competent at technology so that he stores some online supplementary learning materials from the first to the last meeting, including homework and other academic projects. Unfortunately, the teacher is heavily restricted to his field only. He is unwilling to share the use of his blog for English subjects' behalf, claiming it is a tough luck that he has a chance to manage his blog.

There is another solution, which the English teachers are interested in. They may run an e-learning to make up the classes they have lost; however, with the technologically illiterate teachers, it has not come to realise yet. Therefore, it is important to do this research as it offers a help to find appropriate materials which meets the students needs. It may also be beneficial as it rescues the teachers from using sophisticated devices.

## **B. Identification of the Problem**

In SMA Negeri 6 Yogyakarta, English is learnt in such occasions as formal classroom teaching and learning and extracurricular activities. The teaching and learning activities are run with English as the main instructional language. Bahasa Indonesia is only sought as the last resort when the students do not understand after experimentally explain things in English. The students are taught expressions related to the uses in the classroom setting i. e. asking for a permission to use the restroom, asking the teachers to repeat certain things, and expressing regret for coming late to class. Those are parts of everyday use of English which is not taught formally through academic lessons. SMA Negeri 6 Yogyakarta has “Speaking Club”. Its main concern is the speaking skills. The club is run once a week. In each meeting, there will be discussions on several topics. Everything is in English.

In the classroom setting, some problems related to the lack of materials are spotted. For the teaching and learning process of the listening skills, the students are given TOEFL© exercises, instead of the National Examinations (UAN). The teachers cannot access materials that are released especially by the government that are the closest to National Examinations passing qualifications. The teachers had picked TOEFL© because it is a popular test measuring someone’s English proficiency level accurately; therefore, it helps the students get university scholarships, work under certain companies, study abroad and so on. More importantly, the teachers believe National Examinations are not in par with

TOEFL©. That is why students can make use of this high-leveled practice to build confidence.

For the teaching and learning process of the speaking skills, the exercises in the book are not much of a challenge. The book has dialogues to perform and some expressions to learn. Students are expected to catch the proper pronunciation from the teachers. The teachers cover this lack of exercises by holding drama performance. The class is divided into four to six groups of students. The drama used certain folklores as its basic story as the students alter brief dialogues although not the content. Dialogues are to be memorised. If a student fails to do so, it is not a problem to read his lines. In that case, the performed speaking skills of the students are more like manipulated. On the other hand, the teachers cannot find, let alone design, anymore appropriate materials.

For the teaching and learning process of the reading skills, the materials in the book have qualified exercises to prepare the students in facing National Examinations. To put it bluntly, the book has an excessive amount of reading exercises. It should be more than sufficient. The tasks consist of reading comprehension and vocabulary exercises. The problem lasts in task arrangement which is not in a good order. Should the students understand the matters at hand better; the teachers have to assign a task on which page to another. It sometimes is confusing and bothering. Unfortunately, there are no appropriate books designed particularly to meet the students' needs.

Lastly, for the the teaching and learning process of the writing skills, the writing exercises concentrate too much on grammar. The available writing



exercises are too simple and too guided. The book does not provide tasks to do larger scales of writing than 150-word-long short texts. There is no material that appropriately covers the lack of the students.

Outside the formal classroom activities, the Speaking Club is held once a week. The goal of the extracurricular activities is to enhance the students' speaking skills in the academic setting, which is debate. Despite the advantages of the activities, the materials that are taught do not support those in classroom activities, making it a complete different matter for the students who join Speaking Club to study.

The school has a website to supply more English materials for students as a supplement for E-Learning activities. However, the teacher is not ready and is not confident to deal with advanced technology. Therefore, the website temporarily cannot be used to hold the E-Learning teaching and learning process.

### **C. Limitation of the Problem**

In regard to the matter of the availability of the options (e.g. the current IT growth, the available empirical studies to be taken into account as the references, and the school facilities) as well as the visibility to solve the problems in a limited time, the study is focused on the issue of the lack of English writing skills learning materials, especially for the eleventh grade of SMA Negeri 6 Yogyakarta from both science and social study programmes.

**D. Problem Formulation**

1. What are the target needs of the eleventh grade students of SMA N 6 Yogyakarta in learning writing through E-Learning?
2. What are the learning needs of the of the eleventh grade students of SMA N 6 Yogyakarta in learning writing through E-Learning?
3. What are the appropriate writing E-Learning materials for the eleventh grade students of SMA N 6 Yogyakarta in learning writing?

**E. Objectives of the Study**

1. This study is expected to provide the appropriate target needs of the eleventh grade students of SMA Negeri 6 Yogyakarta. The target needs involves the needs and the wants of the upcoming e-Learning materials, to complete the lack of the current learning materials. To get the best result, the students who are analysed are of SMA Negeri 6 Yogyakarta.
2. Not only to present the target needs, this study also plans on seeking the learning needs of the eleventh grade students of SMA Negeri 6 Yogyakarta. It is done in a hopeful attempt to bring about the appropriate e-Learning materials.
3. As the final result, the study wishes to produce appropriate e-Learning materials which are particularly designed for the eleventh grade students of SMA Negeri 6 Yogyakarta.

## **F. Significance of the Study**

The study is expected to give some contributions to the following parties:

1. the eleventh grade students of SMA Negeri 6 Yogyakarta. The study is done to offer solution on the issues held by the party. The e-Learning materials must carry the students' personalities and preferred learning styles and condition.
2. the English teachers. This study literary offers a solution the teachers waited for. It hopefully saves some solution to the low self-confidence of the teachers.
3. SMA Negeri 6 Yogyakarta. It contributes ideas related to the teaching and learning process using e-Learning, which is one of the school's ambitions in the era where technology is more like a primary need.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

##### **1. English Curriculum of Senior High School**

English is widely used in Indonesia. Computers' language default setting is in English. Website browsers', blogs', and mobile phones' are too. As in schools and daily routines, English is taught and spoken as a foreign language. The education in Indonesia introduces English to the first grade students of elementary schools until the twelfth grade students of senior high schools as a compulsory subject (Regulation of the Minister of National Education of the Republic of Indonesia, Article 14th, 2007). English is taught so both spoken and written communication skills can stride advance, while learning the culture of English-speaking countries at the same time. The skills are categorised into four major skills. They are listening, speaking, reading and writing.

The National Education Standard Board (BSNP) focuses the English teaching and learning in Indonesia on:

- a. developing the competences for spoken and written communication to achieve the informative literacy level.
- b. having an awareness of the nature and the importance of learning English to upgrade the competitiveness of the said nation against the global era civilisation.
- c. developing the students' comprehension about the relationship between the language and the culture.

The Standard and Basic Competences are presented in Table 1.

**Table 1: Table of Standard of and Basic Competence according to BSNP**

<b>Semester I</b>	
<b>Standard of Competence</b>	<b>Basic Competence</b>
6. To express meanings in essays in the forms of report, narrative and analytical exposition; in daily-life contexts.	6. 1. To express meanings in the form of short functional texts (i.e. banner, poster, pamphlet, etc.) formally and informally; by making use of a set of written expressions accurately, fluently and acceptably in the daily-life context. 6. 2. To express meanings and rethorical steps in an essay; by making use of a set of written expressions accurately, fluently and acceptably in the daily-life context on texts in the forms of report, narrative and analytical exposition.
<b>Semester II</b>	
12. To express meanings in short functional texts and essays in the form of narrative, spoof and hortatory exposition in daily-life context.	12. 1. To express meanings in short functional texts (i.e. banner, poster, pamphlet, etc.) formally and informally; by making use of a set of written expressions accurately, fluently and acceptably in the daily-life context. 12. 2. To express meanings and rethorical steps in essays; by making use of a set of written expressions accurately, fluently and acceptably in daily-life contexts in texts in the forms of narrative, spoof and hortatory exposition.

In addition, there is an item grid for National Examinations to be known, concerning writing skills. They can be seen in Table 2.

**Table 2: Table of the item grid for National Examinations in Indonesia**

<b>Competence</b>	<b>Indicators</b>
To express meanings in written language formal and informal in the daily-life context; in short functional texts or essays in the forms of recount, narrative, procedure, descriptive and report.	Arranging jumbled sentences into a good text in the forms of recount/procedure/narrative/descriptive/report.
	Completing missing words on short texts in the forms of recount/procedure/narrative/descriptive/report with correct words/phrases.

## **2. The Nature of Writing**

### **a. Definition**

Writing is a written communication (Pennebaker in Palmer et al 1994) of people in the whole world. In the era of technology, it becomes more and more crucial. On mainstreaming social networks, blogs, online newspapers, etc., people exchange information through written communication. Palmer et al (1994) state, “written communication is a requirement for succeeding in our world of high technology”. Lundsteen in Palmer et al (1994) agree with writing as a tool for getting along in the world.

However, for the EFL learners, writing is the most difficult skill to learn. Palmer et al (1994 p.4) comment on how it takes time and concentrated practices to learn writing. They describe the stages of the writing process according to Porter Perrin’s well-known “Writer’s Guide” as follows:

#### **1) Focusing on a subject**

Cory (2003) names it “brainstorming”. To produce a good writing, it is substantial for a writer to initially make up his mind on a subject. It will be what he wants to elaborate on writings. Then, the subject may be given limitation into a certain topic. It helps to sort out ideas which are worth writing and which are not.

#### **2) Gathering materials**

A writer can literally use everything as his writing materials i. e. books, movies, poetries, paintings, etc. Some writers do years of research to produce masterpieces.

### 3) Deciding on methods of development

There are types of texts: fiction and non-fiction. Under each type, there are genres.

A writer shall decide which type and genre suits best his interest.

### 4) Organising the paper

From the collected materials, a writer may start outlining his writing. An outline is the simplest scheme of the writing. It contains global ideas of the writer.

### 5) Writing the first draft

It is the very first product that is still raw and needs revising. Errors and mistakes can be spot everywhere.

### 6) Revising

The revision is done to correct the grammatical mistakes, the word choices, the cohesion and the coherence of one sentence to another and the over all ideas of the writings. Revising an outline is not an uncommon experience among writers.

### 7) Preparing the manuscript

There must be some requirements of the final product to take notice. A writer shall prepare the presentation of the writing. This presentation is seen as the pre-final product.

### 8) Seeing the manuscript into print

This is the final product of the writing. It is ready to be published.

## **b. Process of Learning Writing**

Everyone has steps to accomplish one by one, which are called a learning process. Jenkinson in Palmer et al (1994) suggests the learning process may necessarily be done by learners:

### **1) Pre-writing activities**

Learners are given a few optional topics. Brainstorming ideas follows up after the topic has been chosen. Ideas must not run away from the chosen topic.

### **2) Writing a draft**

This draft is the raw product. It is the first work.

### **3) Peer review of the draft**

Learners will have to find someone their age to review the draft. Some errors and mistakes concerning grammatical errors and mistakes, organisation of ideas, subject and verb concordance, verb agreement, tenses, etc. may be spotted. Peers are expected to convey their view regarding the draft in a manner of more comfortable for the learners to accept, instead of teachers.

### **4) Revising/Editing**

The draft is then revised by following the suggestions from the reviewer.

### **5) Writing the final draft**

After that, the revised draft is copied to another clean piece of paper as the final product.



### c. Writing Micro- and Macroskills

There are some items called sub-skills of writing skills. They are divided into two: microskills and macroskills. Brown (2004 p.321) shares the list of micro- and macroskills of writing which have been simplified to comply the standard of competence and the basic competence of high school students, as follows:

- 1) **Microskills**
  - a) Produce an acceptable core of words and use of appropriate word order patterns.
  - b) Use acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns, and rules.
  - c) Use cohesive devices in written discourse.
- 2) **Macroskills**
  - d) Appropriately accomplish the communicative functions of written texts according to form and purpose.
  - e) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

### d. Micro- and Macroskills of Writing according to National Examinations

#### Item Grid

Not all of the subskills above are included in National Examination. The National Education Standard Board (BSNP) has defined the micro- and macroskills as follows:

- 1) **Microskills**
  - a) Produce an acceptable core of words and use of appropriate word order patterns.
  - b) Use cohesive devices in written discourse.
- 2) **Macroskills**
  - c) Appropriately accomplish the communicative functions of written texts according to form and purpose.
  - d) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

### 3. e-Learning

Technologies are evidently applicable to the classroom teaching and learning process. Students do not necessarily require teacher's representation to be able to learn materials. As a substitution, the teachers are given freedom to run the classroom online. Materials may be in the form of files. Dudeney and Hockly (2007) describe e-Learning as "the learning that takes place using technology, such as the Internet, CD-ROMs and other portable devices (mobile phones or MP3 players)". Those technologies are concluded as the most compatible to enhance the notion of e-Learning, which is distance education (Mealy and Loller: 2000).

The course design is, of course, not the same as the usual design that is used all the time in the classroom. According to Dudeney and Hockly (2007), it has such considerations from following aspects:

#### a. Delivery mode

- 1) The materials shall be delivered online on a website. The website shall provide a facility to download the materials.
- 2) Other than on the website, the materials shall be able to be stored in CD-ROMs.

#### b. Task design and materials

- 1) The materials must consider the issue of copyrights. There shall not be a copyright infringement intended.
- 2) The content of the materials is desirably presented attractively, preferably with eye-catching layout and colourful design.

- 3) The materials desirably have various kinds of tasks.
- 4) The tasks shall allow plenty opportunities for interaction between learners.

c. Learners

- 1) It is very crucial that the learners must not be computer illiterate. There is no point in running an e-learning teaching and learning process if the students are not IT literate.
- 2) The learners shall be allowed to build an online learning group, whether it is on the website or via Instant Messengers.

d. Teachers

- 1) It is suggested that teachers must be experienced in e-learning.

e. Assessment and evaluation

- 1) Measuring the success rate of the e-learning is an important part of selecting the appropriate e-learning materials.

#### **4. Common e-Learning Activities in Schools**

Looking at the e-Learning systems, the installation to the current learning environment will heavily depend on technologies. The classroom participants do not necessarily meet physically at a place. An online study group is allowed to replace the physical meeting, as suggested by Dudeney and Hockly (2007). The only study group can be either in the form of chatting group or forum discussion.

The common E-Learning practices that have been running for the past years have come to the extent of library services for students in remote locations. The library usually provides online journal written by the teachers and the

students of the school. However in Indonesia, the E-Learning practices are still limited to uploading materials onto the website and administering schoolworks via e-mail. To conduct better E-Learning activities in distance education, Mealy and Loller (2000) share following suggestions:

- a. Making academic advising available to distant and/or time-shifted learners.
- b. Making counseling and other student services personnel available to learners in remote locations and those who participate in learning at unconventional times.
- c. Committing the institution to establishing a total technology toolkit so that instructors are able to select appropriate technological tools for helping learners achieve a specific outcome.

## **5. Materials Development**

Materials are naturally the learning sources (e. g. coursebooks, encyclopedia, educational sites, etc.). Tomlinson (1998 p. 2) mentions materials as “anything which is used by teachers or learners to facilitate the learning”. That is why, such sources as CD-ROM, dictionaries, books, workbooks or photocopied exercises, newspapers, photographs, and any sources that the teacher made himself or herself as media to success the learning materials delivery. Reasonably, he (1998 p. 2) says that teachers are the materials developers.

Materials development then comes to the stage, as the effort someone puts to collect then design the materials so that it is employable in the teaching and the learning process. Tomlinson (1998 p. 2) clearly adds that materials development as anything which is done by writers, teachers, or learners to provide sources of input and to exploit those sources in ways which amplify the likelihood of intakes to promote learning. In this case, to promote language learning.

## **6. Second Language Acquisition in Classroom Situation**

There is a diglossic (Wardhaugh, 2011) situation in the classroom of Indonesia, where the teacher and the students speak mostly in English. Acquiring a second language in the classroom situation nevertheless is not impossible. Strakova (2008) mentioned there are internal and external factors which influence the second language acquisition. The internal factors include the mental disposition of the students, the aptitude, the ability to handle the communication process and others. The external factors cover the condition in which the students operate, the time and frequency available for the exposure to the target language, the quality of the samples of the target language which the students are exposed to (the input).

To benefit most of the acquisition, Strakova (2008) further suggested to immerse the students in the environment full of meaningful and understandable samples and messages in the target language.

## **7. Task-Based Language Learning and Teaching with Technology**

Chapelle (2001) invents this teaching and learning method by exploring the blend between computer-assisted-language learning (CALL), task-based learning (TBL) and second language acquisition (SLA). As a hybrid, the method suggests teaching and learning activities in classroom setting by utilizing appropriate technological toolkit available.

The identifiable characteristics of this method are listed on the next page (Klapper and Ellis in Thomas and Reinders, 2010):

- a. Communicative interaction of task-based work provides sufficient comprehensible input to trigger “acquisitional” processes.
- b. It is an offshoot from the strong version of Communicative Language Teaching (CLT), “asserting that language learning depends on learners being involved in real communication in which they use language in a meaningful way”.
- c. However, it crucially insists that acquisition needs to be supported by instruction that ensures a certain linguistic form, that initial fluency work should lead gradually to accuracy-focussed activities.
- d. Tasks are seen as “meaning-based activities closely related to learners’ actual communicative needs and with some real-world relationship, in which learners have to achieve a genuine outcome (solve a problem, reach a consensus, complete a puzzle, play a game, etc.) and in which effective completion of the task is accorded priority.

Nevertheless, Thomas and Reinders (2010) both agree that the most crucial role of the method is the task-based learning whilst the other one is limited, considering the importance of physical meeting in the classroom to support the language acquisition. That is why the famous seven principles suggested by Nunan (2004) in Task-Based Language Teaching cannot be neglected:

- a. Scaffolding  
Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly.
- b. Task dependency  
Within a lesson, one task should grow out of, and build upon, the ones that have gone before.
- c. Recycling  
Recycling language maximizes opportunities for learning and activates the “organic” learning principle.
- d. Active learning  
Learners learn best by actively using the language they are learning.
- e. Integration  
Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning.
- f. Reproduction to creation  
Learners should be encouraged to move from reproductive to creative language use.
- g. Reflection  
Learners should be given opportunities to reflect on what they have learned and how well they are doing.

The course takes these task-based approaches in designing activities, as is clarified by Thomas and Reinders (2010), and is combinable with E-Learning. The materials are provided in the printed coursebook, DVD-ROMs with interactive activities (based on text as well as audio and video clips), and a website completed with course resources (coursebooks as e-books, assessment materials, links), online tasks and quizzes.

## **B. Theoretical Framework**

English is taught in Indonesia as a foreign language and as is expected so by Regulation of the Minister of National Education of the Republic of Indonesia. The teaching and learning is focused on (1) developing the competences for spoken and literal communication, (2) having an awareness of the nature and the importance of learning English, and (3) developing the students' understanding about the relationship between the language and the culture. According to the basic competence and the standard of competencies, learning writing will involve producing essays in the forms of report, narrative, and analytical exposition. It is followed by producing short functional texts and essays in the forms of narrative, spoof and hortatory exposition all in the daily-life context. However, the national examination expects the students to be able to perform their best writing skills in writing short functional texts or essay in the forms of recount, narrative, procedure, descriptive and report all in daily-life context.

Writing has been known as a written communication (Pennebaker in Palmer et al 1994) of people in the whole world. Nowadays, it becomes more and

more crucial as technologies develop fairly quick, resulting in the birth of social networks, blogs, online newspaper, etc. Unknowingly to some parties, writing is the most difficult skills to be mastered. One is required to follow sequence of processes (Palmer et al 1994) to present informative and legible product. Those processes are begun with focusing on a subject, then proceeding to gathering materials, deciding on methods of development, organizing the paper, writing the first draft, revising, preparing the manuscript and finally seeing the manuscript into print. Jenkinson in Palmer (1994) suggests all learners need to comply such process of learning writing as pre-writing activities, writing a draft, peer-review of the draft, revising/editing, writing the final draft, and publishing. There are some micro- and macro-skills that the learners will achieve.

Apparently technology has proven its usefulness to the education field, especially learning writing. There is E-Learning (Dudeney and Hockly 2007) which is described as the learning that takes place using technology, such as the Internet, CD-ROMs and other portable devices (mobile phones or MP3 players). Meally and Loller (2000) agree with E-Learning as the most compatible technology to enhance the distant education. It is so because commonly the schools apply E-Learning activities during classroom that heavily depends on technologies. The currently existing E-Learning had been supplied in the school library. Some teachers in Indonesia who are advanced in technology have started to prompt themselves from making use of the technology around them.

Nevertheless, creating materials for E-Learning cannot deliberately ignore the knowledge of materials development. There are some characteristics of good



materials according to Tomlinson (1998), whichever disembody to maximizing the likelihood of intakes to promote language learning. The materials cannot neglect English classroom situation either. Teachers and students mostly talk in English during the lesson, but they abandon that rule as the lesson ends. English after all, as is mentioned above, is taught as a foreign language. Therefore, there are several tips Strakova (2008) suggests to improve teaching and learning methods in regard to such a condition of the classroom.

The e-Learning materials will blend the computer-assisted-language learning (CALL), task-based learning (TBL) and second language acquisition (SLA). The marriage of the three results in Task-Based Language Learning and Teaching with Technology (Chapelle 2001). However, the principles linger in this approach are mainly from TBL. Only the practical tasks and assignments require the help of technologies.

## CHAPTER III

### RESEARCH METHOD

#### A. Type of Study

Regarding the purpose of this study, that is to design appropriate materials according to the target needs and the learning needs of the students; this study, though is simplified, takes on the Research and Development method that is proposed by Borg and Gall (2003).

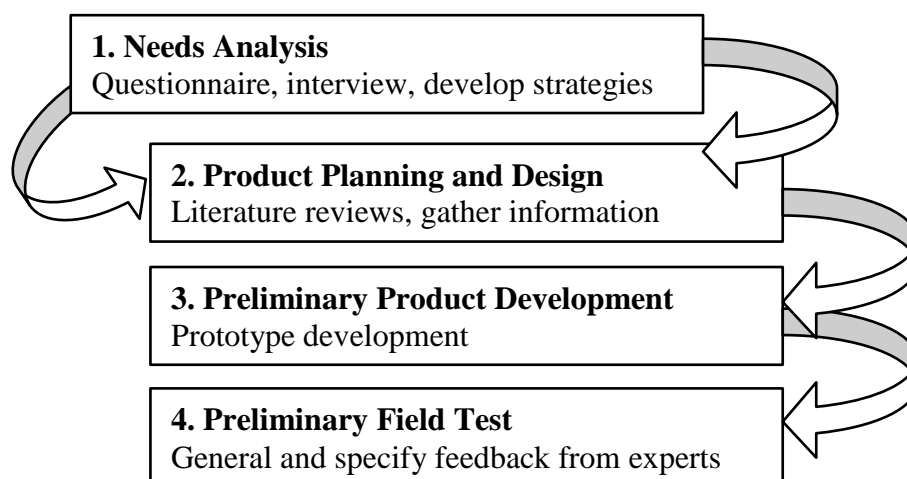


Figure 1: **Research and Development Model (Borg and Gall 2003)**

It is mentioned that Research and Development (R&D) is a process used to develop and to validate educational products (materials, objects, teaching methods, instructional media, a set of behavioural objects and management systems). The findings of the research are used to design new products and procedures, which are systematically field-tested, evaluated and refined until they meet specified criteria of the effectiveness, quality or closer standards.

## **B. Setting of Research**

The setting of the research was in SMA Negeri 6 Yogyakarta, which is located in Jalan C. Simanjuntak No. 2, Yogyakarta. As the research school of Yogyakarta, SMA Negeri 6 Yogyakarta welcomes a number of researchers of universities in Indonesia, conducting various studies. The school wholeheartedly supplies a great access for the researchers to implement their studies. Some of the researchers are teachers of the school's par. The education system in the school has been set up to adjust the seasonal changing of the researchers who implied their studies during the academic years.

SMA Negeri 6 Yogyakarta is one of the schools using the Internet to introduce itself to the world by creating a website ([www.sman6-yogya.sch.id/](http://www.sman6-yogya.sch.id/)). The site is designed also for teachers to share their materials of the subjects taught in the school and for students who are looking for additional learning sources.

## **C. Subject of the Research**

The subjects of the research are the students of eleven grade of science (IPA) and social (IPS) program study in academic year of 2012/2013. There were 70 students in total. The number of the female population is greater than the male population. The majority of the students come from a wealthy family. Being combined by the number of homework assigned by the teachers of all subjects, it prompts the students to bring their laptops to the class and occasionally present their work in front of the class.

#### **D. Instruments**

Instruments are required in data collecting. The types of instruments used in this study are explained as follows:

##### **1. Questionnaire**

Questionnaires are substantial in this study as they are utilized as one of the two instruments used. It was intended to gain opinions of the targets on several aspects the materials designed. There were two questionnaires. The first one sought for the characteristics of the targets and the needs in learning. While the second one was to find out the appropriateness of the designed e-learning materials. The result was analysed quantitatively.

##### **2. Field Notes**

The result of the observations was kept in the form of field notes. The field notes were set for the observation which were held in two different classroom meetings. The field notes took note of the following aspects: the students' wealth, the teachers' wealth, the students' background of knowledge, the teachers' background of knowledge, the school's facilities, the classroom condition, the teaching and learning processes, the learning activities and the sources of the materials for the learning processes.

#### **E. Data Collection**

In order to solve the problem, collecting data is the most important activity in conducting research. There are many ways of collecting data, for example by interview, observation, test and document analysis. In this study, the

data were collected in quantitative and qualitative ways to see the progress of the teacher, students, the teaching and learning process, the condition of the class and the result. The quantitative data were collected by spreading the questionnaires, while the qualitative data were done by the observing the class.

#### **F. Research Procedure**

According to Borg and Gall (2003), the small-scale Research and Development cycle has a certain procedure, as follows. However, these steps are cut, regarding the policies applied in State University of Yogyakarta.

##### **1. Needs Analysis**

It is the initial step done by this study. This step basically figures out the gap between the targets' wants, needs and lacks and what are ideal to them; then how to fulfill them. Hutchinson and Waters in Jordan (1997) made needs analysis necessary for course designers to obtain target needs and, learning needs. They divide the target needs into 'necessities' (also called 'objective needs'), 'lack' and 'wants'. Allwright in Jordan (1997) further states the gist of doing needs analysis, which is to find out the targets' preferred strategies of achieving the skills. Then, as Gupta (2011) says, needs analysis helps find the way on how to close a learning or performance gap.

To quantify the responses of the targets, a 5-point Likert scale was used. Tuckman (1988) describes the Likert scale as a scale in which the interval between each point is assumed to be equal.

Strongly Agree	Agree	Fair	Disagree	Strongly Disagree

Figure 2: **Values of the Likert Scale Used in This Study**

The needs analysis process required two instruments of data collection. They were the first questionnaire and field notes (for the observation). The organisation of items of the said questionnaires can be found in Table 3.1.

Table 3: **First Questionnaire Grid for Needs Analysis**

No.	Item Number	Purpose of the Questions	References
1.	1 (Part A)	To find the information about the targets' profile	Tomlinson (1998: 240)
2.	1, 8, 9 (Part B)	To find the information about the targets' learning interest.	Long (2005: 22-23)
3.	2, 3 (Part B)	To find the information about the targets' interest in learning activities in the learning environment.	Long (2005: 22-23)
4.	5, 6, 7, 10 (Part B)	To find the information about the targets' interest in the learning technique.	Long (2005: 22-23)
5.	11, 12, 16, 17, 18 (Part B)	To find the information about the targets' interest in the learning aids.	Long (2005: 22-23)
6.	13, 14, 15 (Part B)	To find the information about the targets' preference on learning activities.	Long (2005: 22-23)
7.	4 (Part B)	To find the information about the materials the targets need.	Long (2005: 22-23)

## 2. Product Planning and Design

Literature reviews shared helpful knowledge and information, which were involved during the planning and design: how to conduct an e-learning, what the checklists of the successful e-learning are, what the best form of the e-learning materials are, how the students can communicate with the the teachers, how the students submit their work, etc.

### 3. Preliminary Product Development

The preliminary product was designed from the review of the literature and needs analysis. The planning and design of the product include the descriptions of the objectives of the product and the targets who use the product. This is, in a way of saying, the first draft of the product.

### 4. Preliminary Field Test (Expert Judgment)

Table 4 is the questionnaire grid, adapted from the one proposed by Indonesia's BNSP. It was modified, following the form of the designed materials.

**Table 4: Second Questionnaire Grid for Materials Evaluation**

Aspect		Issues of Statements	Item Number	Numbers of Item
The appropriateness of the content	Materials goals	The designed materials meet the students' needs in improving their writing skills, knowledge and motivation	1	1
	Materials inputs	The designed materials increase the students' writing skills, knowledge and motivation	5	1
	Materials activities	The designed materials increase the students' writing skills, knowledge and motivation	11, 12, 13	3
		The designed materials are applicable to help the students' writing skills, knowledge and motivation	6, 10	2
	Teacher roles	The teacher roles in the designed materials satisfy the students	4	1
	Learners roles	The designed materials are accessible easily	9	1
appropriateness of the language	Vocabulary	The vocabulary in the designed materials is easy to understand	7, 8	2
	Grammar	The learners understand the grammar in the designed materials	3	1
		The designed materials enrich the students' grammar related to their writing skills	2	1
Layout/ Graphic	Appearance of the materials	The designed materials have clear presentations	14, 15	2
		The designed materials have interesting presentations	16	1

Expert judgment, as Meyer and Booker (2001) elaborates, consists of information and data coming from qualified individuals that in turn can be used to solve problems or make decisions in a number of areas. These qualified individuals are given two characteristics. They are especially knowledgeable in the field and at the level of detail being elicited.

### **G. Data Analysis**

The data were analysed quantitatively and qualitatively. The qualitative data came from the observation, resulted in field notes. They were analysed descriptively, while the quantitative data took form of numbers. There were two different data analysis techniques. The needs analysis data made use of 5-point Likert Scale. Each point according to Boone and Boone, Jr (2012) is scored as shown in Table 5.

**Table 5: Scoring the Likert Scale**

<b>Statements</b>	<b>Scores</b>
Strongly Agree (SA)	5
Agree (A)	4
Fair (F)	3
Disagree (D)	2
Strongly Disagree (SDA)	1

The data were computed by figuring out the mean only of the two options Boone and Boone, Jr (2012) said on their journal. They are finding the mean and standard of deviation. The mean describes the central tendency of the data, while the standard of deviation figures the variability of the data. This study also includes a descriptive analysis on top of that.



From the 18 items of the questionnaire, there are found the mean and the standard of deviation. Here is the formula to compute mean ( $\bar{x}$ ) by Neter, Wasserman and Whithmore (1992) :

$$\bar{x} = \frac{\sum x}{n}$$

Where:

$\bar{x}$  (sometimes called “x bar”) is the symbol for the mean.

$\Sigma$  (the capital Greek letter *sigma*) is the symbol for summation.

$x$  is the symbol for scores.

$n$  is the symbol for the number of samples.

The standard of deviation (SD) value is determined by the following formula (Neter, Wasserman, Whithmore, 1992).

$$\sigma = \sqrt{\frac{\sum (x - \bar{x})^2}{(n - 1)}}$$

Where:

$\sigma$  (the small Greek letter *sigma*) is the symbol of Standard of Deviation.

$\Sigma$  (the capital Greek letter *sigma*) is the symbol for summation.

$x$  is the symbol for each scores.

$\bar{x}$  is the symbol for mean.

$n$  is the symbol for the number of samples.

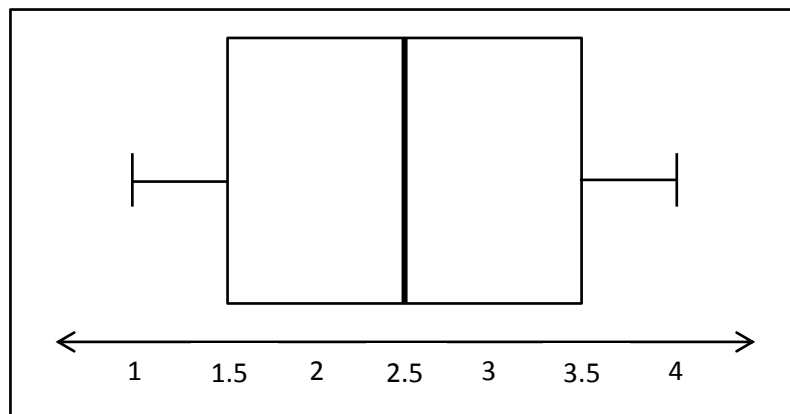
The 4-point Thurstone Scale was established, as Tuckman (1988) proposes, in an attempt to measure the desired quality are administered to a sample of “judges”. Tuckman (1988) describes the scale in which the interval between each point is assumed to be equal. The items were scored by the following key.

Inappropriate 1—2—3—4 Appropriate
-----------------------------------

Figure 3: **Values of the Thurstone Scale Used in This Study**

To determine which score each option belongs to, median and interquartile range (IQR) were figured firstly. To find the value of IQR, the lower quartile (Q1) and the upper quartile (Q3) are required.

The Q1 of the scale is 1.5, while the Q3 is 3.5. IQR is the distance between Q3 and Q1. Therefore, the IQR value is 2. The median value is 2.5. Together with the least score (1) and the greatest score (4), the box-plot or the “box-and-whiskers plot” (Brase and Brase, 2010) can be determined.



**Figure 4: An Example of the Box-Plot Determining the Normal Probability Distribution of the 4-Point Thurstone Scale**

Any number lies between 1.5 to 3.5 is considered normal probability distribution. Any number greater than  $1.5 \times \text{IQR}$  is considered an outlier value. Any number greater than  $3 \times \text{IQR}$  is considered an extreme value. Nevertheless, this box-plot may change regarding the input of the data.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter presents the results and data analysis of the research in the following order: needs analysis, course grid, materials and materials evaluation by the experts' judgment.

#### **A. The Results of the Needs Analysis**

Following are the results and analysis of several grouped items from the questionnaire used during needs analysis. They are grouped based on the purpose of each item: to look up at the target needs, the learning needs, the e-learning materials, and what kind of teaching method will do better.

The data were gathered and analysed using the computation presented in Chapter III. To ease the data computation and to avoid unnecessary mistakes, this study made use of Microsoft Excel 2007©.

#### **1. The Description of the Students**

The total number of the second year students (grade XI) in SMA Negeri 6 Yogyakarta is about 180 students in the academic year of 2012/2013. The school divides the students into two programs, which are IPA and IPS programs. The class that participated in this study are XI IPA 3 and XI IPS 2. They were 44 students in total, which is divided into 14 male students and 30 female students. The number is presented in Table 6.

Table 6: **Research Population**

XI IPA 3 and XI IPS 2	
Male population	Female population
14	30

## 2. The Description of the Target Needs

This process describes the “what” and “how” the students preference of the materials before the materials is designed (Saieed, 2012). It is explained better in the tables and the descriptions below.

Table 7: **Data of the Target Needs (Necessity)**

No.	Statements	Item Number	n	Mean	Standard of Deviation
1	I need the summaries of classroom materials in the designed e-learning materials.	8	44	3.95	0.65

In terms of getting the summaries of classroom materials in the designed e-learning materials, the students are enthusiastic. The mean value is 3.95. The standard of deviation value is 0.65. The majority of the responses were similar.

Table 8: **Data of the Target Needs (Lack)**

No.	Statements	Item Number	n	Mean	Standard of Deviation
1	I need the instances of authentic texts.	9	44	4.04	0.65

In terms of the getting the examples of authentic texts in the designed e-learning materials, the students show an eagerness. The mean value is 4.04. The standard of deviation value is 0.65. The responses were homogeneous. It is noted after the observation, concerning the sources of the materials, that the module given to the students does not provide authentic texts. The texts were taken from

mostly online blogs, of which the authors were those of the non-native speakers of English.

**Table 9: Data of the Target Needs (Wants)**

No.	Statements	Item Number	n	Mean	Standard of Deviation
1	I prefer the e-learning materials which do not give 'handbook' impression, that it gives a new feel.	1	44	4.27	0.63
2	I prefer the materials which comply with the standards of competence and the basic competences.	4	44	4.63	0.49

In terms of the e-learning design which does not have any 'handbook' impression, the students show the high enthusiasm. The mean value is 4.27. The standard of deviation value is 0.63. It shows that the responses were homogeneous.

In terms of the learning interest, the students strongly agree to have e-learning materials which comply the Basic Competences and Standards of Competence. The mean value is 4.63. The standard of deviation value is 0.49, which means that the responses were homogeneous.

### **3. The Description of the Learning Needs**

This study sought for the learning interest of the targets, which consists of the students' preference on learning environment, learning technique, learning aids and learning activities (Long, 2005). Further explanation can be found as follows.

In terms of the learning environment, the students are quite enthusiastic on having the colourful design of the e-learning materials. The mean value is 4.27.

The standard of deviation value is 0.76. There were rather high variability of the responses.

**Table 10: Data of the Learning Needs (Learning Environment)**

No.	Statements	Item Number	n	Mean	Standard of Deviation
1	I prefer the interesting, colourful designed e-learning materials.	2	44	4.27	0.76
2	I prefer the minimalistic layout of the e-learning materials design.	3	44	3.31	0.99

In terms of layout design, the students mildly agreed with minimalistic design of the e-learning materials layout. The mean value is 3.31 and the standard of deviation value is 0.99. The variability is rather high.

**Table 11: Data of the Learning Needs (Learning Technique)**

No.	Statements	Item Number	n	Mean	Standard of Deviation
1	I need to learn grammar more informatively than the one on my handbook.	5	44	4.45	0.5
2	I need vocabulary list referring to the texts in the designed e-learning materials.	6	44	4.27	0.76
3	I need the English and USA (as the native English speaking countries) culture knowledge, especially the written expressions in English as an additional knowledge.	7	44	4.22	0.75
4	I hope that the designed e-learning materials provide the writing tasks in English as a way of my working out my talents (i.e. writing a story, a spoof, and an exposition.)	10	44	3.45	0.96

In terms of learning technique, the students had a high expectation to meet grammar explanation slipped in the e-learning materials. The mean value is 4.45. The standard of deviation value is 0.5. The responses were homogeneous. It is supported by the note taken during observation. The grammar lessons in the book were too simplified. There were explanations which were so short that it is expected that the teachers' role to explain them better to the students. It included providing instances of the grammar use.

The students preferred the vocabulary list to be inserted into the e-learning materials. The mean value is 4.27. The standard of deviation value is 0.76. The responses were almost homogeneous.

The students extremely agreed on the designed e-learning materials supplying the information about the expressions of the English speaking countries. The mean value is 4.22. The standard of deviation value is 0.75. The responses were almost homogeneous.

The students agreed on having exercises to improve the students' writing skills, in which the information about the target's learning interest lies. The mean value is 3.45. The target could not decide whether they need materials that pump their writing skills or not. The value of the standard of deviation was rather high (0.96). The responses were quite vary. The observation showed that the free-writing tasks were given as a major assignment, requiring a large group work. However with this group assignment, there was only one student of each group who did the task properly. The rest of the students felt wariness of the prospect having each of them accomplish the free-writing tasks properly.

**Table 12: Data of the Learning Needs (Learning Aids)**

No.	Statements	Item Number	n	Mean	Standard of Deviation
1	I need my peers to review my work.	11	44	3.86	0.63
2	I need my teachers to review my work.	12	44	4.09	0.42
3	I hope that the e-learning materials give me the chance to experience the Internet activities (i.e. browsing the learning sources, downloading the learning sources, making use of e-mails, discussing things with the help of Instant Messenger or discussion forum) and operating technological items (i.e. running Microsoft Word)	16	44	4.31	0.47
4	I want to participate in the discussion held on any Messengers or discussion forum.	17	44	3.68	0.71
5	While I am learning, I want to be able to leave my questions online, instead of saving the questions for later in the classroom.	18	44	3.9	0.75

In terms of feedback, the students agreed on getting their work reviewed by their peers. The mean value is 3.86. From the value of the standard of deviation (0.63), the responses were rather homogeneous.

In terms of feedback, the students are hesitant on getting their work reviewed by their teachers. The mean value is 2.81, which means that the students agree to have their works gotten reviewed by the teachers. The small value of the standard of deviation (0.66) says that the responses were homogeneous. However, it had to be more vary.

In terms of learning environment, the students wanted to have chances in operating some softwares in their computers on the term of learning environment. The mean value is 4.31. The standard of deviation value is 0.47. The responses were homogenous.

The students mildly agreed to have any discussions on a messenger or discussion forum. The mean value is 3.68. The standard of deviation value is 0.7, which shows that the responses were mildly homogeneous.

The students are eager on leaving their questions to the teachers online, rather than asking it face-to-face. The mean value is 4.9. The standard of deviation value is 0.75. There were variety of responses, but only mildly. The observation noted that face-to-face meeting does not quite enthralled the students to voice out their questions. There were many of them who were shy and preferred to keep silent or to pass their questions to their friends who were more confident. It was because all questions must be stated in English, while the students were not confident with their level of proficiency.



Table 13: Data of the Learning Needs (Learning Activities)

No.	Statements	Item Number	n	Mean	Standard of Deviation
3	I prefer 15 to 20 tasks in the designed e-learning materials.	13	44	3.45	1.05
4	I prefer that each task is related to what I have learnt in the class.	14	44	4.27	0.7
5	Before writing, I need an instance of a reading text in at least 500 words.	15	44	3.31	0.89

In terms of the number of tasks, the students could not decide how many tasks they wanted. The mean value is 3.45. The standard of deviation value is 1.05 which shows quite a variability in their responses. The observation focusing on the learning activities noted that the teachers gave many tasks and homeworks. The teachers believed that the tasks were crucial to help the students achieve the basic competences. However the students found it too much, adding it to the tasks from other subjects.

In terms of additional materials, the students agreed on having the summaries of classroom materials to be included in the materials. The mean value is 4.27. The standard of the deviation value is 0.7, which shows that the responses were mildly homogeneous.

In terms of learning activities, the students fairly agreed on the length of reading texts they need to learn in the materials, which is 500 in the least. The mean value is 3.31. The standard of the deviation value is 0.89, which shows that the responses were barely homogeneous. The observation noted that there were some students enjoyed the reading activities. Most of them were the female population of the class. While some others did not. They were dominated by the male population of the class.

## B. Plans on the Administration and Moderation of the e-Learning

Internet access is a prior requirement for the lessons' running smoothly. All learning materials are uploaded onto the websites: the official website of the school and the website owned by the teachers of the subject. The websites can be accessed online via personal computers, laptops, even mobiles. Therefore, doing activities on the websites such as creating accounts, reading articles or instructions posted on the websites, uploading and downloading materials should not cause worries.

See Figure 5 below to understand how the e-learning works.

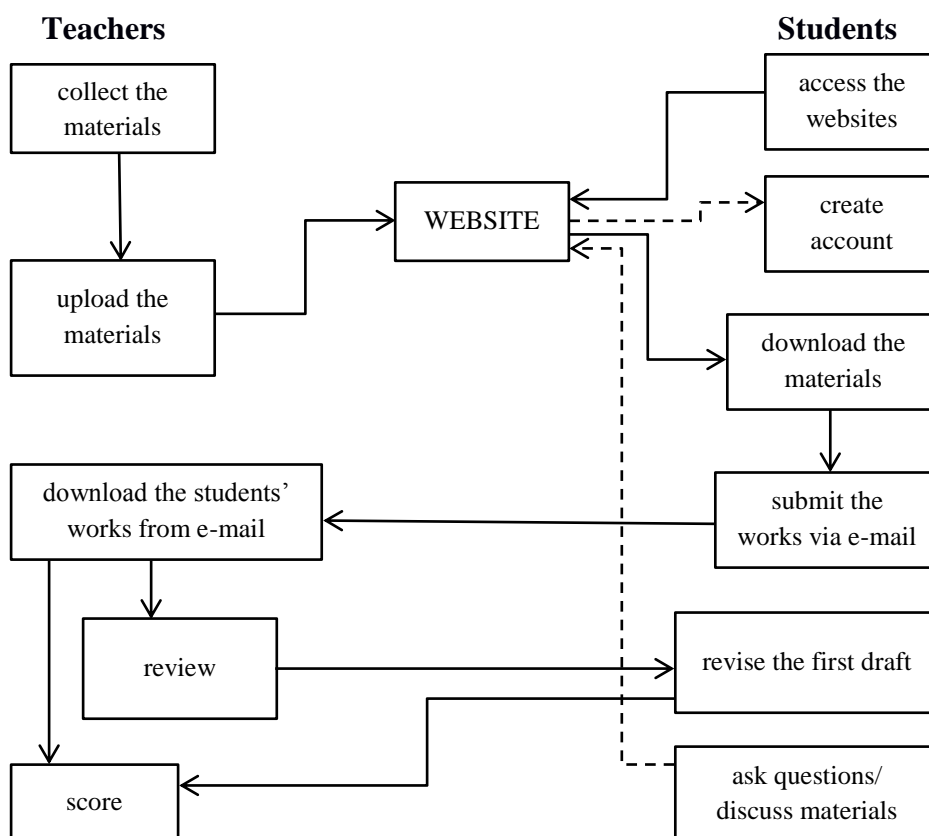


Figure 5: The Designed e-Learning Procedure

The teachers may upload them from anywhere at anytime (i.e. from home afterschool or in the morning after the crack of dawn, from the teacher office at any period). The students are to download each task following the teachers' instructions on which task they are to do, where and how they can find the tasks, what to do before downloading, what to do after the downloading and working the tasks, how to get their work reviewed by peers or teachers and how to get their work scored by the teachers. The teachers are after all, the administrators who administer the tasks.

The students, then, do the tasks with the help of Microsoft Word®. The use of browsers (i.e. Google Chrome®, Mozilla Firefox®, Internet Explorer®, Opera®, etc.) depends on whether it is instructed or not.

After that, each task is to be submitted to the teachers via e-mail before certain deadlines, which is up to the teachers to decide. As soon as the teachers receive the submission on their inbox, they may immediately get it scored. For the tasks which include free writing, the teachers may have to review and to send it back to the students as their first draft. Finally, the students send their revised edition back to the teachers before it gets scored.

### **C. Course Grid**

The course grids are made based on the needs analysis. The course grid plans on what the materials would cover (the learning objectives, the learning activities, the vocabulary list the students need, the grammar the students will have to learn, and the sources of the materials.).

There were three units of e-learning materials developed. They are narrative, spoof and hortatory exposition. The three of them are from the second semester.

### **1. Narrative**

The materials are centered on a folklore coming from Central Java, called *Timun Mas*. The students are demanded to be able to identify the generic structure of narrative texts, to recognise the language features of narrative texts, to express ideas using simple past tense appropriately, to write narrative texts.

Before the learning activities, the students are given the “sneakpeak” of what they are going to learn. The tasks help narrow down the topic they are going to learn. The main activities involved using Microsoft Words© although there are some that require web browser, as well as the Internet connection.

In the end of the lesson, there is a homework to do, after the students are asked to write narrative stories of the given options in their own words. Then, the students are asked to reflect on what they have learnt. There is an example of a narrative text coming from Britain, entitled *The Wizard of Lincoln*. Should they have questions at all, they may leave them via e-mail or Twitter.

### **2. Spoof**

The materials are centered on some issues found on the Internet, particularly funny stories from *thespoof.com*. The students are demanded to be able to identify the generic structure of spoof texts, to recognise the language features of spoof texts, to express ideas using relative pronoun and passive voice appropriately, to write spoof texts.

After the “sneakpeak” of what they are going to learn, the students are introduced by the concept of spoof. As a lead in, the students are asked to watch a Youtube© video. Then, step by step, the students are to write their own spoof from the given topics in their own words. The majority of the tasks are done with Microsoft Words© although there are some that require web browser.

In the end of the lesson, there is a homework to do, after the students do the spoof texts in optional topics in their own words. Then, the students are asked to reflect on what they have learnt. There is an example of a spoof text written by an English writer, telling how the English people do not speak English like they ought to. Should they have any questions at all, they may leave them via e-mail or Twitter.

### **3. Hortatory Exposition**

The materials are centered on articles surrounding the topic smoking. The students are demanded to be able to identify the generic structure of hortatory exposition texts, to recognise the language features of hortatory exposition texts, to express ideas using modals and temporal connectors appropriately, to write hortatory exposition texts.

Before the learning activities, the students are given the “sneakpeak” of what they are going to learn. As a warm-up, the students are given a picture and to find out the information from the picture. The introduction of the hortatory exposition texts is begun with watching a Youtube© video about the negative effects of smoking. The lessons talk about the general structure of a hortatory exposition, which the students are step by step asked to write their own exposition

text by the end of the lesson. All tasks are done with Microsoft Words©, excluding some that require web browser, as well as the Internet connection.

In the end of the lesson, there is a homework to do after the students write a hortatory exposition text of the optional topics in their own words. Then, the students are asked to reflect on what they have learnt. There is an example of a narrative text taken from a site about health. Should they have any questions at all, they may leave them via e-mail or Twitter.

#### **D. Materials**

The materials are developed with Microsot Words 2007©. To avoid unwanted editing from unnecessary parties, the documents are protected. The yellow brackets shows the only areas that can be filled in by the students. Some tasks are uploaded in groups of softfiles, while some others are uploaded separately as different files. Each unit will be under a folder.

The materials are divided into three phases. They are pre-writing, while-writing and post-writing.

##### **1. Pre-Writing**

There are a number of tasks to initiate the process of learning writing. The materials have the term “lead-in”, of which purpose is to bring the students to the real writing lessons.

Starting from the front-cover of the e-books. The theme of the design reflects on what the students are going to learn. It gives raw ideas to the students on the topics they may learn in each e-book. It is colorful, to motivate the

students. The covers were actually stacks of images, edited with Adobe Photoshop CS4©. Then, on Microsoft Words© they are given titles and attributions.



Figure 6: **Presentation of the Front Covers of the e-Books**

After the cover pages, the sneakpeaks are shown. They give brief ideas on what the students are going to learn and to do. The term used in these e-books is “*What’s Inside?*”. Each sneakpeak is designed in a variety of themes.

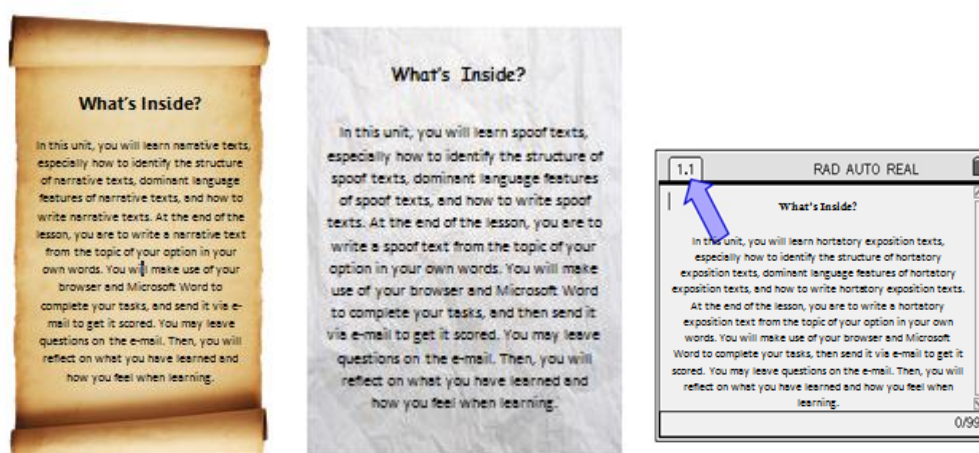


Figure 7: **Presentation of the “*What’s Inside?*”s**

There were two tasks for each Lead-in. Task 1 seeks for the students’ knowledge about the topics in the materials and gets the students’ mind set on the materials. In narrative learning materials, the task pries the students’ knowledge on folklores. In spoof learning materials, the task asks for opinions on a comedy

comic strip. In hortatory exposition learning materials, the task asks for opinions on a figure of a traffic accident.

**Task 1**  
Study the following pictures and then answer the questions.



(sawitaputerinfe-dunia.blogspot.com, xaltapilashia.deviantart.com, and ngomik.com)

1. Do you know what the pictures are about? What are they?  
☐
2. Have you ever heard stories entitled "Bawang Merah Bawang Putih", "Anda-anda Lumut" and "Kancil Nyolong Timun"? Do you like them?  
☐
3. Did you read the stories? Or did your parents or grandparents tell you the stories?  
☐
4. Can you tell the class what the stories are about in your own words?  
☐

**Task 1**  
Read the comic strips and then answer the questions.



Picture 2.1.3 Spoof Comic Strip (source: dumpyday.com)

1. What is the title of the comic strip above?  
☐
2. What do you think of the story? Do you like it?  
☐
3. What is the reaction after you finished reading the comic strip?  
☐
4. Can you find more comic strips around you? So, where do you usually find them?  
☐

Figure 8: Presentation of Task 1 Unit 1 and 2



**Task 1**

See the picture and then answer the questions.



Picture 9.3 Car accident. Source: [bam.co.id/latin.com](http://bam.co.id/latin.com)

1. What do you think happened according to the picture?  
☐
2. How and why has it happened?  
☐
3. What is your opinion regarding this car accident?  
☐
4. What can you suggest to the drunken driver?  
☐
5. Have you ever seen traffic accidents? How and why did it happen?  
☐

Figure 9: **Presentation of Task 1 Unit 3**

Task 2 is designed more interestingly, as it takes the students to Youtube to watch some videos related to the topics. In narrative learning materials, the students are invited to watch short animated movie about *Timun Mas*. In spoof learning materials, the students are invited to watch a comedy TV-show, *Mr Bean*. In hortatory exposition learning materials, the students are invited to watch an educational show concerning the negative effects of smoking.

**Task 2**

Use the following directions to find and watch a video entitled "Timun Mas" on Youtube®. Then, tell the class what you know about it. You may use the listed questions to help you.

**Directions:**

1. Copy this: <http://www.youtube.com/watch?v=Ov2D9GkUj>.
2. Open your web browser (e.g. Mozilla Firefox, Google Chrome, Safari, Opera, etc.).
3. Then, paste it on URL section. Click "Go" or the arrow right or simply press "Enter" on your keyboard.



4. Watch the video. If your Internet connection is slow, pause it and let the video buffer. When the buffering is enough, press "Play" button.



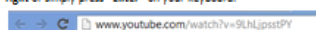
1. What is the title of the animation video?
2. Where does it originally come from?
3. Mention three important characters in the animation video.
4. How was the story going? Was it good? Was it bad?
5. Have you ever heard Timun Mas story? Who told you the story?

**Task 2**

Open your web browser. Watch the video on Youtube®. Then, answer the questions.

**Directions:**

1. Copy this: <http://www.youtube.com/watch?v=9UNLpssPY>.
2. Go to your browser then, paste it on URL section. Click "Go" or the arrow right or simply press "Enter" on your keyboard.



3. Watch the video. If your Internet connection is slow, pause it and let the video buffer. When the buffering is enough, press "Play" button.




1. What is the video about?
2. Mention four important characters from the video.
3. From the video, what happened in the story?
4. What do you think of Mr Bean's cheating?
5. Mention one of the funniest moments from the video that makes you laugh.

Figure 10: **Presentation of Task 2 Unit 1 and Unit 2**


**Task 2**  
Open your web browser. Watch the video on Youtube®. Then, answer the questions.

**Directions:**

1. Copy this: <http://www.youtube.com/watch?v=A75YqvdyfNw>
2. Go to your browser. Then, paste it on URL section. Click "Go" or the arrow right or simply press "Enter" on your keyboard.



3. Watch the video. If your Internet connection is slow, pause it and let the video buffer. When the buffering is enough, press "Play" button.



1. What is the video about?
2. What happens when you smoke?
3. After watching this video, what is your opinion about smoking?
4. What are your suggestions for the smokers in the world?

Figure 11: **Presentation of Task 2 Unit 3**

The Task 2 of each Unit gives instruction on how to access the videos, so hopefully, the students are not lost into unnecessary pages. Under each video, there are some questions to answer. The students write their answer in the yellow brackets.

Then, the students are given the details of the generic structure of the texts for narrative, spoof, as well as hortatory exposition texts. The starting points on the real learning process is called "*Let's Study*". They are on Task 3.

## Let's Study

### Task 3

Study the following information about narrative texts.

**Narrative Text**

**Purpose:**  
To amuse/entertain the readers and to tell a story.

**Generic Structure:**

- Orientation → it introduces the main/lead characters and the setting of the story.
- Conflict → it is something unexpected that happens in the story.
- Climax → it is the peak of the tension in the story.
- Resolution → it is where the main/lead characters solve the problems in the story.
- Code (optional) → it is a closing paragraph that concludes the story.

**Dominant Language Features:**

- Using Simple Past Tense
- Using action verbs
- Being chronological

## Let's Study

### Task 3

Study the information about spoof texts below.

**Spoof Text**

Spoof texts contain twist and humour. The purpose of the texts is to tell an event with humorous twists and entertain the readers.

**Generic Structure:**

- Orientation → it introduces the lead characters in the story.
- Event → What happens in the story.
- Twist → The point where the story turns out funny.

**Dominant Language Features:**

- Using past tense
- Using action verb
- Using adverb
- Chronologically arranged

## Let's Study

### Task 3

Study the information about hortatory exposition texts.

**Hortatory Exposition**

Hortatory exposition is a text which represents the attempt of the writer to have the readers do something or act in a certain way.

**Generic structure of hortatory exposition texts:**

- Thesis
- Arguments
- Recommendation

**Dominant language features of hortatory exposition texts:**

- Using the writer's point of view
- Using abstract nouns | e.g. policy, advantage, beauty, etc.
- Using action verbs | e.g. talk, state, cough, say, etc.
- Using thinking verbs | e.g. believe, consider, decide, etc.
- Using modal adverbs | e.g. can, may, must, will, shall, etc.
- Using temporal connectives | e.g. firstly, secondly, then, etc.

Figure 12: Presentation of Task 3

Task 4 presents the vocabulary lists, to prepare the students for the upcoming tasks, especially which involve reading. The students are provided with translation of each word and to which part of speech each belongs (noun, verb, adjective or adverb).

The presentation of Task 4 can be seen on the next page.

#### Task 4

Study the vocabulary.

Noun : kata benda  
Verb : kata kerja  
Adjective : kata sifat  
Adverb : kata keterangan

English	Indonesian
passed away (verb)	meninggal
condition (noun)	kondisi, keadaan
offer (noun)	tawaran
widow (noun)	janda
aliced (verb)	mangisa, mambalah
passed by (verb)	beralu
stared (adjective)	kalapanan
angry (adjective)	marah sekali
rushed (verb)	manggas, mambunu
instantly (adverb)	dengan seketika
blamy (adjective)	badun
scatiched (verb)	mangansa
blad (verb)	badarah
swamp (noun)	nawa-nawa
mud (noun)	lumpur
nerad (verb)	menung
immediately (adverb)	dengan segera

#### Task 4

Study the vocabulary.

Noun (n) : kata benda  
Verb (v) : kata kerja  
Adjective (adj) : kata sifat  
Adverb(adv) : kata keterangan

English	Indonesian
tapped (v)	menduduki peringkat pertama
trend (n)	tren
font (n)	jenis huruf
burgeoning (adj)	yang sedang berkembang
co-worker (n)	rekan kerja
name (n, v)	nama, menamai
couple (n)	pasangan

#### Task 4

Study the vocabulary.

Noun (n) : kata benda  
Verb (v) : kata kerja  
Adjective (adj) : kata sifat  
Adverb(adv) : kata keterangan

English	Bahasa Indonesia	English	Bahasa Indonesia
consequences (n)	konsekuensi	prevent (v)	mencegah
to smoke (v)	merokok	appear (v)	terlihat
smoker (n)	perokok	link (v)	menghubungkan
cigarette (n)	rokok	increase (v)	meningkatkan
taxin (n)	racun	linger (v)	bersisa
teen (n)	remaja	rapid (adj)	cepat
hazard (n)	bahaya	look (n)	penampilan
experience (v)	mengalami		
reduce (v)	mengurangi		
flow (n)	aliran		

Figure 13: Presentation of Task 4

The reading texts reside on Task 5. The students are asked to read a text of each unit. In narrative learning materials, the students read “*Timun Mas*”. In spoof learning materials, the students read “*Growing Trends: Babies Named After Fonts*”. While in hortatory learning materials, the students read “*How Smoking Affects Your Health*”. The texts are divided into some parts, depends on the generic structure of the texts. It helps the students to recognise the generic structure of the texts.

After reading the texts, the students are asked for few questions to check on their understanding about the texts.

#### Task 5

Read and study the example of narrative text below. Then, answer the questions.

#### Timun Mas

Once upon a time, lived an old woman named Mbok Sirni. She lived by herself because her husband had long passed away and she had no children. Every day, she prayed so God would give her a child. One night, when she was praying, a giant passed her house and heard her pray. “I can give you a child on one condition,” the giant said to Mbok Sirni, “You must give the child back to me when it is six years old.” Mbok Sirni was so happy; she did not think about the risk of losing the child later and agreed to take the giant’s offer. The giant then gave her a bunch of cucumber seeds and then left. In the morning, Mbok Sirni planted the seeds. Not long after that, a big golden cucumber grew from plants. Carefully, Mbok Sirni sliced the cucumber. She was very surprised to see a beautiful baby girl inside the cucumber. She then named the baby Timun Mas.

Years passed by and Timun Mas had grown to be a lovely and beautiful little girl. Mbok Sirni loved her very much. However she kept thinking about the time when the giant would take Timun Mas away from her.

The giant came to see Mbok Sirni about her promise. “Mbok Sirni. Where is Timun Mas?” shouted the giant. “My daughter, take these bag with you. It can save you from the giant. Now, run through the back door,” said Mbok Sirni. The giant saw Timun Mas running to the woods.

The giant was angry. Starved and enraged, he rushed toward Timun Mas. Mbok Sirni tried to stop him, but the giant was unstoppable. The giant was getting closer and closer, so Timun Mas opened the first bag she got from Mbok Sirni. Inside the bag were cucumber seeds. She threw the seeds, and instantly they grew into a large cucumber field. As the giant was getting close, Timun Mas took the second bag with needles inside and spilled the content behind her. The needles turned into bamboo trees, sharp and thorny. The giant tried to get himself out from the bamboo field. He made it and still chased Timun Mas. Timun Mas then reached the third bag and spilled the salt inside. The ground which the salt touched turned into a deep sea. The giant was almost drown and had to swim to cross the sea. After some time, he managed to get out from the water.

ORIENTATION

CONFLICTS

CLIMAX

Timun Mas saw the giant coming, so she reached for the last bag. She took the tarasi and threw it. The tarasi became a big swamp of boiling mud. The giant was trapped in the middle of the swamp. The mud slowly but surely drowned him. Helpless, he roared out, “Help. Heeeeeeip...” Then, the giant drown and died.

Timun Mas then immediately went home. Since then, Timun Mas and Mbok Sirni lived happily ever after.

RESOLUTION

CODA

Adapted from: [www.kerinci.com](http://www.kerinci.com)

1. What is the text about?  
☐
2. What is the purpose of the text?  
☐
3. Who are the characters in the story?  
☐
4. Why did Mbok Sirni want a child?  
☐
5. How do you think Mbok Sirni felt when her wish was granted?  
☐
6. How did Timun Mas escape from the giant?  
☐
7. What happened after Timun Mas was free from the giant?  
☐

Figure 14: Presentation of Task 5 Unit 1

## Task 5

Read and study the text. Then, answer the questions.

### GROWING TREND: BABIES NAMED AFTER FONTS

**J**acob and Isabelle have for years topped the list of the most popular baby names, but the latest trend has parents naming their newborn after fonts.

Orientation

"We have a boy and a girl, Trebuchet and Verdana, who are both named after fonts," said 32-year-old mother Squimkie Hutzut.

It's a burgeoning trend, said Family Studies Professor Megenta O'Lougle.

"It's becoming very popular," she said. "My co-worker Frandine Smymer named her son Callisto Garamond Smymer."

Event

"I know of one family who named their little girl Afal and also an African-American couple who named their daughter Afal Black," she added.

"Fortunately, I haven't heard of anyone naming their kid Winding yet!"

Twist

\* taken from: [kappaq.com](http://kappaq.com)

1. What is the text about?
2. What are the most popular baby names according to the text?
3. What is the growing trend about baby names?
4. Mention at least five baby names from the text that are after fonts.
5. Is there any baby named after Winding font?

## Task 5

Read and study the text below. Then, answer the questions.

### How Smoking Affects Your Health

**T**here are no physical reasons to start smoking. The consequences of smoking may seem very far off, but long-term health problems aren't the only hazard of smoking. Nicotine and the other toxins in cigarettes, cigars, and pipes can affect a person's body quickly, which means that teen smokers experience many of these problems: bad skin, bad-smelling clothes and hair, and reduced athletic performance.

THESIS

Because smoking can slow the flow of blood vessels, it can prevent oxygen and nutrients from getting to the skin — which is why smokers often appear pale and unhealthy. Studies have also linked smoking to an increased risk of getting a type of skin rash called psoriasis.

The smell of stale smoke tends to linger — not just on people's clothing, but on their hair, furniture, and cars. And it's often hard to get the smell of smoke out.

People who smoke usually can't compete with nonsmoking peers because the physical effects of smoking (like rapid heartbeat, decreased circulation, and shortness of breath) impair sports performance.

ARGUMENTATION

Staying smoke free will give you a whole lot more of everything—more energy, better performance, better looks, more money in your pocket, and in the long run, more life to live!

RECOMMENDATION

\* adapted from: [kidzhealth.org](http://kidzhealth.org)

1. What is the title of the text?
2. What is the text about?
3. What is the purpose of the text?
4. Mention at least three bad effects of smoking.
5. What does the writer recommend you about smoking?

Figure 15: Presentation of Task 5 Unit 2 and 3

The closing task of this phase is Task 6, where the students study the grammar. The head title of this phase is “*Let’s Study*”. The purpose of the task is to give knowledge ahead on the dominant language features of the texts. In narrative learning materials, the students study Simple Past Tense. In spoof learning materials, the students study Passive Voice and Relative Pronoun (on Task 9). In hortatory exposition learning materials, the students study Modals.

#### Task 6

Study the grammar information.

**Simple Past Tense**

Simple Past Tense is heavily needed when you write narrative texts. The simple past tense is used to talk about actions that happened in the past. This tense is signaled by the change of verbs, by adding *-ed* in the end of a regular verbs; but irregular verb needs to be learned. You will need to add time signal in order to state the time setting.

**Sentence Pattern using Simple Past Tense:**

(+) Subject + Verb II + Object      | to provide correct information  
 (-) Subject + did + not + Verb I + Object      | to negate the information  
 (?) Did + Subject + Verb I + Object      | to ask a question

**Examples:**

(+) Mbok Sirni sliced the giant cucumber into two.  
 (-) Mbok Sirni did not slice the giant cucumber into four.  
 (?) Did Mbok Sirni slice the giant cucumber into two?

(+) The Giant wanted to eat Timun Mas.  
 (-) The Giant did not want to eat Mbok Sirni.  
 (?) Did the Giant want to eat Timun Mas?

**Time signals that identify Simple Past Tense:**

this morning	: pagi ini	yesterday	: kemarin
last night	: tadi malam	two days ago	: dua hari lalu
last week	: minggu lalu	the other day	: kemarin lusa

Figure 16: **Presentation of Task 6 Unit 1**



## Task 6

Study the grammar information.

## Passive Voice

Passive voice is often used to avoid speaking in oneself's point of view. You may find many spoof texts here that are written in passive voice. Passive voice is signaled by V III or Past Principle.

Sentence Pattern using Passive Voice:

- (+) S + to be (is/am/are) + V III (+ by + S | optional)  
 (-) S + to be (is/am/are) + not + V III (+ by + S | optional)  
 (?) S + to be (is/am/are) + S + V III (+ by + S | optional)

Remember, you have regular and irregular verbs. See the table of irregular verbs that you can find by "ctrl+click"-ing the following link:

<http://www.englishpage.com/irregularverbs/irregularverbs.html>

Examples:

1. (+) Arial Black is named after font by her parents.  
 (-) Arial Black is not named after flower by her parents.  
 (?) Is Arial Black named after font by her parents?

Passive Voice is actually the reversed version of the original sentences (the Active Voice). See the examples:

1. PV: Arial Black is named after font by her parents.  
 AV: Her parents name her Arial Black after font.

## Task 9

Study the grammar information.

## Relative Pronoun

Relative pronoun is often used by story authors to explain a certain thing in the sentence, making it longer in exchange. Effective relative pronoun may add more aesthetic value to the story.

Relative Pronoun	Use	Example
Who	used for humans in the subject position.	The African couple <u>who named their child Arial Black</u> is now famous.
Whom	used for humans in the object position.	Jacob <u>whom his parents named after font</u> is 10 years old today.
Whose	used for things and animals in the subject or object positions.	Isabella <u>whose hair is blond</u> is also named after font.
Which	used for things and animals in subject or object position.	The baby names <u>which are after fonts</u> are now trending.
That	used for humans, animals, and things, in the subject or object positions.	Calibri <u>that is the default font in MS Word</u> is now a name of my niece.

Relative pronoun also combines two sentences into one. See the examples:

1. The African couple is now famous.  
 The African couple named their child Arial Black.  
 ⇒ The African couple who named their child Arial Black is now famous.
2. Jacob is 10 years old today.  
 His parents named Jacob after font.  
 ⇒ Jacob whom his parents named after font is 10 years old today.
3. Isabella is also named after font.  
 Isabella's hair is blond.  
 ⇒ Isabella whose hair is blond is also named after font.
4. The baby names are now trending.  
 The baby names are after fonts.  
 ⇒ The baby names which are after fonts are now trending.

Figure 17: Presentation of Task 6 and Task 9 Unit 2

**Task 6**

Study the grammar information.

Models			
When you write a hortatory exposition text, models are frequently used. You probably have learned models before today. Now, here are more information about models.			
Pure Model		Quasi/Periphrastic	Meaning
Simple Present	Simple Past		
can	could	be able to	dapat, bisa
may	might	be allowed to	boleh, mungkin
must	had to	have to, need to	harus
will	would	be going to, be about to	akan
shall	should	be supposed to, ought to	sebaiknya
shall	would	used to	biasanya, pernah
-	had better		sebaiknya

**Sentence Pattern using Models:**

- Simple present
  - (+) S + Model + V1
  - (-) S + Model + not + V1
  - (?) Model + S + V1
- Simple past
  - (+) S + Model + have + V3/been
  - (-) S + Model + have + not + V3/been
  - (?) Model + S + Have + V3/been

**Examples:**

- Simple present
  - (+) Smokers or not; smoking can harm the bodies.
  - (-) Smokers or not; smoking cannot make the bodies look fantastic.
  - (?) Smokers or not; can smoking harm the bodies?
- Simple past
  - (+) You could have aged 19 years in an instant.
  - (-) You could have not stayed healthy.
  - (?) Could you have aged 19 years in an instant?

Figure 18: **Presentation of Task 6 of Unit 3**

## 2. While-Writing

The term used by these e-books is “*Let’s Practice*”. The total number of while-writing tasks of three units of materials is different. Narrative and spoof learning materials have about 6 tasks, while hortatory exposition learning materials have 4 tasks.

After studying the grammar, the students are given practices. In narrative learning materials, the students practices the use of simple past tense. The purpose of this task is to deepen the comprehension of the grammar knowledge given on the previous task.

In Task 7, the students match the verb I forms to their correct verb II forms. In Task 8, the students change the verb I forms to their correct verb II forms in a paragraph. In Task 9, the students transform the sentence from simple present tense to the correct simple past tense. In Task 10, the students figure out the correct positive sentence, negative sentence or the imperative sentence using the simple past tense.

### Let's Practice

#### Task 7

Match the following verbs I to the correct forms of verb II. Fill in the blanks with the correct answer. See number 1 as an example.

1. eat =
2. walk =
3. dream =
4. run =
5. think =

- A. thought
- B. ran
- C. walked
- D. ate
- E. dreamt

#### Task 8

Change the underlined verbs into the correct verbs using Simple Past Tense. Put the answer in the highlighted area. Number 1 has been done for you as an example.

There is (1)  a kampong in Central Java wherein a widow lived. She was Mbok Sriti. She was childless and after the death of her husband, she live (2)  alone. The hope to have a child faded away with time. She only pray (3)  for a miracle, that someday she could be a mother. One night, she has (4)  a dream. A giant creature tel (5)  her to go to the jungle where she usually collected firewood. There she would find a package under a big tree. In the morning the widow wake (6)  up, not believing what she just dreamt.

\*adapted from: <http://beritanyajoinuasana.com>

Figure 19: Presentation of Task 7

**Task 9**  
Use a different font and rewrite the following sentences in Simple Past Tense correctly. Number 1 has been done for you as an example.

1. Last night, Mook Sirni dreams of a giant.  
Last night, Mook Sirni dreamt of a giant.
2. The giant tells Mook Sirni to plant the cucumber seed in the ground.
3. Mook Sirni slices the giant golden cucumber carefully.
4. Inside the cucumber, there is a beautiful baby girl.
5. Mook Sirni names the girl Timun Mas.
6. Timun Mas runs quickly into the forest when the giant comes.

**Task 10**  
Use a different font and write the positive (+), negative (-) or interrogative (?) form of each sentence below. See number 1 as an example.


1. (+) Mook Sirni lived in a small village in Central Java.  
(-) Mook Sirni did not live in a city in Central Java.  
(?) Did Mook Sirni live in a small village in Central Java?
2. (+) Timun Mas was a kind and beautiful girl.  
(-)   
(?)
3. (+) The giant chased Timun Mas into the wood.  
(-)   
(?)
4. (+)   
(-) Timun Mas did not throw bamboo to the giant.  
(?)

5. (+)   
(-)   
(?) Did Timun Mas have three bags?
6. (+) The giant wanted to eat Timun Mas.  
(-)   
(?) Did the giant want to eat Timun Mas?
7. (+)   
(-) Timun Mas did not go somewhere else after defeating the giant.  
(?)


Figure 20: **Presentation of Task 8, 9 and 10 Unit 3**

Finally in Task 11, the students are asked to arrange the jumbled pictures and write a brief paragraph (Task 12) in their own words, referring to *Timun Mas* story. The purpose of Task 11 is to help the students organise ideas in rhetorical steps.


**Task 11**  
Arrange the following jumbled pictures into a good order. Then, outline the ideas regarding each picture.




1



2



3



4

Figure 21: **Presentation of Task 11 Unit 1**

Task 12 are to help the students apply their knowledge about simple past tense in practical lessons, in longer scale.

**Task 12**  
Write a brief and good paragraph from each sentence, referring to Timun Mas story.

1. Once upon a time, Mbok Sirni lived in a small village in Central Java, Indonesia.  
[  
]  
]
2. When Timun Mas grew older, the giant came back to eat her.  
[  
]  
]
3. Timun Mas ran to the wood to save her life from the giant.  
[  
]  
]

Figure 22: **Presentation of Task 12 Unit 1**

In Task 7 and Task 8, the students practice with their grammar knowledge about passive voice. The purpose of the tasks is to check on their understanding on the spoken matter. In Task 7, the students match the verb I form to their correct verb III form. In task 8, the students are to transform the sentences into passive voice.

Figures on each task can be seen on the next page.

**Task 7**

Match the following verbs I with the correct forms of verb III. Number 1 has been done for you as an example.

1. name = D	A. become
2. become = B	B. known
3. know = C	C. said
4. hear = E	D. named
5. say = A	E. said

**Task 8**

Spot the mistakes referring to Passive Voice grammar information. Number 1 has been done for you as an example.

- Jacob and Isabelle are name after fonts.  
Jacob and Isabelle are named after fonts.
- Trebuchet and Verdana are name after fonts as well.  
☐
- Arial Black is know as font for centuries, but now it is a baby name.  
☐
- Fortunately, Wingding is not use yet.  
☐
- Cordis and David are both take from font too.  
☐

Figures 23: **Presentation of Task 7 and 8 Unit 2**

Then, from Task 10 to Task 12, the students practices with their grammar knowledge about relative pronouns. In Task 10, the students match the sentences to the appropriate relative pronouns. In Task 11, the students combined two sentences with the appropriate relative pronoun. Task 12 is the reverse of Task 11. The purpose of the tasks is to check on the students' understanding in the spoken matter.

**Task 10**

Match each sentence with the correct relative pronoun (who, whom, which, that or whose). Number 1 has been done for you as an example.

1. Our child <input type="checkbox"/> name is Britennic is named after font.	F	A. which
2. Trebuchet <input type="checkbox"/> you talked to yesterday is a bright boy.		B. which
3. The blond girl <input type="checkbox"/> is named Verdana is his sister.		C. whom
4. The African lady named his child Ariel <input type="checkbox"/> is after font.		D. who
5. The trending baby names <input type="checkbox"/> after fonts is hilarious.		E. that
6. Luckily, no one heard Wingding <input type="checkbox"/> is also font.		F. whose

Figure 24: **Presentation of Task 10 Unit 2**

**Task 11**

Combine the two sentences into one with relative pronoun (who, whose, whom, which or that). Number 1 has been done for you as an example.

1. Many parents named their children after fonts.  
Fonts are quite fun.  
→ Many parents named their children after fonts which are quite fun.
2. Jacob and Isabelle topped the list of popular baby names.  
Popular baby names are after fonts.  
→
3. My son's name is Trebuchet.  
My son is now 12 years old.  
→
4. My daughter is also named after font.  
My daughter is now 14 years old.  
→
5. Ariel Black lives in southern America.  
The African-American couple named Ariel Black after font.  
→

**Task 12**

Split these sentences into two regarding their relative pronouns. Number 1 has been done for you as an example.

1. My grandmother who lives in France is named after font as well.  
→   
→
2. The twin cousins whose names are Lucide and Letha has loving parents.  
→   
→
3. No one knows why baby names which are after fonts become popular.  
→   
→
4. The father whom Candere loves so much admits that he fancies the font.  
→   
→
5. The mother whose child name is Isabelle will never run out ideas of naming her babies.  
→   
→

Figure 25: **Presentation of Task 11 and 12 Unit 2**

The students practise with Modals in Task 7 to Task 9. Task 7 provides a paragraph of incomplete sentences. The students fill in the blanks found in each sentence with appropriate modals. Task 8 provides several sentences with modals that need to be changed into their periphrastic forms. Task 9 is the reverse of Task 8. The purpose of the tasks is to check the students' understanding about the spoken matter.

Figures of each task can be seen on the next page.

**Task 7**

Fill in the blanks with suitable Modals. Number 1 has been done for you as an example.

must      ~~can~~      may      had better      can

According to the Centers for Disease Control and Prevention (CDC), smoking is the leading preventable cause of death. Exposing your child to secondhand smoke (1) can lead to life impacts that include increased health expenses and lost school time.

Secondhand smoke (2) can raise the frequency of attacks to children who have asthma. In addition, secondhand smoke exposure increases the sudden infant death syndrome and slows normal lung growth.

You (3) should not expose your child to secondhand smoke. Even at low levels, it (4) can produce clear health dangers.

You (5) should completely eliminate smoking from children's daily environment, including your home.

\* adapted from: [ivocaring.com](http://ivocaring.com)

**Task 8**

Change the bold-typed Modals into the correct Periphrastic forms. Number 1 has been done for you as an example.

- Smoking will make you older than your real age.  
Smoking is going to make you older than your real age.
- You can stop smoking now.  
you should
- You may not smoke in public.  
you mustn't
- You shall lower your consumption of cigarettes until you finally stop smoking.  
you should
- Parents must help their daughters and sons to avoid smoking.  
parents should
- Smoking will corrupt your health, so stop now before it takes away your future.  
smoking can

**Task 9**

Change the bold-typed Periphrastic form into the correct Modals. Number 1 has been done for you as an example.

- Students are not allowed to smoke in the school's environment.  
Students may not smoke in the school's environment.
- The parents are supposed to help the teenagers avoid smoking.  
parents should
- Before the cigarette damages your body more, you have to stop smoking.  
you should
- Smoking is able to harm your heart and lungs.  
smoking can
- Smoking a stick of cigarettes is about to age yourself 19 years older than your real age.  
smoking can
- People under 17 years old are not allowed to buy cigarettes in Indonesia.  
people mustn't

Figures 26: Presentation of Task 7, 8 and 9 Unit 3

Task 10 invites the students to express their opinions on several problems by making use of modals in their own words. The purpose of the task is to help



them understand better the appropriate use of modals in sentences, as well as work up their self-confidence in voicing out their opinions on the matters at hand.

#### Task 10

Read the issues. Then write your suggestion using the Modals. Number 1 has been done for you as an example.

1. Hanif is 16 years old. But he looks older than his big brother because Hanif smokes.  
What should Hanif do to stay young?  
Should → Hanif should stop smoking as it causes people to age older than their real age.
2. Ali is an athlete. He started smoking at 17 years old and now he feels easily tired during practice. What must he do to gain more endurance?  
Must →
3. Ian is diagnosed to have lung cancer. He wants to stop smoking, but he is not ready.  
What had his parents better do?  
Had better →
4. Vina is waiting for a bus in a halte. Suddenly, a man came in then lit his cigarette. The smoke quickly filled the entire waiting area, despite the sign saying "NO SMOKING".  
What shall Vina do?  
Shall →

Figure 27: **Presentation of Task 10**

Task 11 is the closing of the phase. In Task 11, the students arrange the jumbled paragraphs into a good text. This task helps the students to organise ideas better.

#### Task 11

Arrange the jumbled paragraphs into a good text. Put the number in the correct column. Number 1 has been done for you as an example.

1	C	A. Smoke in the air—even outdoors—can trigger asthma attacks and bronchial infections, among other reactions. According to a BBC News report published in 2002, in one year more than 1,000 people in London died from heart disease spurred on by exposure to secondhand smoke.
2	<input type="checkbox"/>	B. Preventing smoking in public places reduces the visibility of smoking to children, making it less likely they will start smoking at a young age.
3	<input type="checkbox"/>	C. Many local governments have banned smoking from happening in public. Secondhand smoke can be a dangerous, and sometimes deadly, toxin that our lungs are exposed to on a regular basis.
4	<input type="checkbox"/>	D. Besides, discarded cigarettes continue to burn on the ground. It may cause a fire hazard. Ironically, many discarded cigarettes are found in public beaches, parks, and sidewalks.

■ adapted from: [ivalltrung.com](http://ivalltrung.com)

Figure 28: **Presentation of Task 11 Unit 3**

Finally on the “*Let’s Write More*” section, the process of writing is really begun. The students are given a set of optional topics. Then, the students are to write their essay(s) about their preferred topics. They are given opportunities to

research the articles on the Internet, as long as the essay(s) are written in their words originally. The students are then to send their work online via e-mail. Then, in Task 14 in narrative learning materials, Task 15 in spoof learning materials, and Task 13 in hortatory exposition learning materials, the students are to revise their drafts before sending them back to the teacher.

### Let's Write More

#### Task 13

Arrange the jumbled paragraphs into a good text, referring to the spoof text in Task 5. Put the number in the correct column. Number 1 has been done for you as an example.

A	It becomes very popular that there is a 32-year old mother, Squimmie Hutznut has a boy and a girl, Trebuchet and Verdana. Both are named after fonts.	X
B	There is a family who named their little girl Ariel. And there is an African-American couple who named their daughter Ariel Black.	X
C	Jacob and Isabelle have topped the list of the most popular baby names. However, the latest trend has parents naming their newborn after fonts.	1
D	Squimmie Hutznut's co-worker named her son Calisto Gersmond Smymer. The two first name are different fonts.	X

#### Task 14

Choose one of the following topics. Decide what kind of spoof story you will write. You may use the snippets below as inspiration. Write a 150-words-long draft in your own words.

- Topic : A Student's Affection Toward the Teacher Went Accidentally Wrong  
Title : Little Girl Prays for Teacher

"The girl placed her hands on my injured leg and said a prayer which went something like this, 'Dear Lord, please make Miss Calculus' broken leg better so that she can come back to school and help us with our lessons. Amen'. To my surprise, I felt the plaster cast fall off immediately and that terribly hurt," said the teacher.

\*Adapted from thespoon.com

- Topic : The Effect of Social Network Sites on Young Generation  
Title : Youngsters Are Mentally Ill from Facebook Addiction

At first they might ironically post "I am updating my Facebook status" which may seem harmless enough, but this is a dangerous step towards terminal insanity. In the old days, some people who shout loudly in public about how they were feeling, and describe every activity they took part in were called 'lunatics'. But the Internet provides an outlet for these attentionseekers, allowing them the chance to comment on everything and anything they think of, regardless of whether anyone is paying attention or not.

\*Adapted from thespoon.com

Figure 29: Presentation of Task 13 and 14 Unit 2

## Let's Write More

### Task 13

Choose one of the following titles. You may use the links to research the story. Then, write 150-word draft of the story in your own words.

1. Ande-ande Lumut (East Java)  
Resource site: <http://caritarakyatnusantara.com/en/folklore/74-Ande-Ande-Lumut>
2. Pan Kasim and the Snake (Bali)  
Resource site: <http://caritarakyatnusantara.com/en/folklore/83-Pan-Kasim-and-the-Snake>
3. Semesat and Semesit (South Sumatra)  
Resource site: <http://caritarakyatnusantara.com/en/folklore/80-Semesat-and-Semesit>
4. Nenek Luhu, the Kidnapping Ghoul (Maluku)  
Resource site: <http://caritarakyatnusantara.com/en/folklore/88-Nenek-Luhu-the-Kidnapping-Ghoul>

Draft:

[Title]

C

## Let's Write More

### Task 11

Arrange the jumbled paragraphs into a good text. Put the number in the correct column. Number 1 has been done for you as an example.

1	C	A. Smoke in the air—even outdoors—can trigger asthma attacks and bronchial infections, among other reactions. According to a BBC News report published in 2002, in one year more than 1,000 people in London died from heart disease spurred on by exposure to secondhand smoke.
2	<input type="checkbox"/>	B. Preventing smoking in public places reduces the visibility of smoking to children, making it less likely they will start smoking at a young age.
3	<input type="checkbox"/>	C. Many local governments have banned smoking from happening in public. Secondhand smoke can be a dangerous, and sometimes deadly, toxin that our lungs are exposed to on a regular basis.
4	<input type="checkbox"/>	D. Besides, discarded cigarettes continue to burn on the ground. It may cause a fire hazard. Ironically, many discarded cigarettes are found in public beaches, parks, and sidewalks.

■ adapted from: [livespring.com](http://livespring.com)

### Task 12

Choose one of the following topics. Write a 150-words-long draft in your own words. Type your draft using Arial 10 pt and keep it underlined.

1. Mobile Phones Should be Banned from School

*Tip: you may check the negative effects of mobile phones, how teenagers use the mobile phones, and the positive effects if mobile phones are banned from school.*

2. School Needs More Dustbin

*Tip: you may relate this topic to "Green Peace" or global warming. Check the negative effects of the school environment with the current amount of dustbin, why we need more, and the positive effect of having more dustbin.*

3. Let's Read More

*Tip: you may check the current level of reading habit on teenagers, the negative effects of not maintaining the reading habit, and the positive effects if they maintain it.*

Figure 30: Presentation of Task 13 Unit 1 and Task 12 Unit 3

### 3. Post-Writing

Here is where the students cool down after the studying. The teachers assign homework, which ought the students to write more essays about the assigned topics. The purpose of the homework is to work up the students' writing skills.

#### Homework

Choose one of the pictures that most interest you. Then, make one 300-words-long hortatory exposition in your own words. Type it in a new document. Save it in .doc/.docx extension. Then, send it via e-mail to one of your friends to get feedbacks (one story for one person). You may edit your draft according to your friends' suggestion. Afterwards, send your final draft of your story along with your friend's feedback via e-mail to [alvaseptiantya@gmail.com](mailto:alvaseptiantya@gmail.com).



Topic: Schools Should Require Students to Wear Uniforms



Topic: Schools Had Better Have School Buses



Topic: Schools Should Permit the Students to Bring Laptops for Classes

#### Homework

Find a narrative story from the Internet. You may look for stories from Indonesia or another country. Identify the generic structure of the text. Then, write a brief summary about the story (at least 300 words). Save your work in .doc/.docx document. Then, send it via e-mail to one of your friends to get feedbacks (one story for one person). You may edit your story according to your friends' suggestion. Afterwards, send your final draft of your story along with your friend's feedback via e-mail to [alvaseptiantya@gmail.com](mailto:alvaseptiantya@gmail.com) with subject [NAR/HW].

Figure 31: Presentation of Homework Unit 1 and 3

### Homework

Watch one of these videos that most interests you. Then, make one 300-words-long spoof story referring to the video you have watched. Type it in a new document, in your own words. Save it in .doc/.docx extension. Then, send it via e-mail to one of your friends to get feedbacks (one story for one person). You may edit your story according to your friends' suggestion. Afterwards, send your final draft of your story along with your friend's feedback via e-mail to [elivaseptientys@gmail.com](mailto:elivaseptientys@gmail.com).

CTRL+left click to open on your default browser.

1. <http://www.youtube.com/watch?v=VwCj-3Pdl0&list=PL7A7C47765944A32C>
2. <http://www.youtube.com/watch?v=3b565N1U464&list=PL7A7C47765944A32C>
3. <http://www.youtube.com/watch?v=5tYAc13n0Y8&list=PL7A7C47765944A32C>
4. <http://www.youtube.com/watch?v=5tYAc13n0Y8&list=PL7A7C47765944A32C>

Figure 32: **Presentation of Homework Unit 2**

After that, there is a “*Have You Heard?*” section where the students can find the texts written by English people. This task presents the instances of good English texts which are written fluently, with appropriate grammar, word choices, and expressions.

### Have You Heard?

#### The English Don't Speak English Like What It Ought to be Spoke

The English today confounded the world by admitting that the English what they talk doesn't quite Thomas O'Malley wiv the English like wot the rest of the world speaks coz it's not proper. And that. Innit.

The debate was sparked by an internet blog by English person, Nobby Stokes, who done went and done what he wasn't supposed to have done and went wot he did because nobody could Krugerrand wot the effin ell e was spoutin' on abaht.

Innit. An ting.

Stokes, who woke up proper cream crackered from a night on the Mozart dehn the old battle cruiser, revealed that he got in a proper two and eight, got right trolled, and lost his trolleyssomewhere in-between. Stokes admitted that he'd had a tickle from a tom, but that he wasn't really tempted because the trouble and strife would have Dahmered him if he'd arrived home mullered.

He went on to say that he successfully arrived home, conquered the apples and pears in his best whistle, wivvaht doin' a big tom tit in his strides and would 'ave made it to 'is bed 'ad it not been for the trouble and strife givin' 'im 'eadache of the arse hole and bootin' him up the Khyber, at which point he retreated to the khazi and had a really horrible tom tit.

He did admit that he needed to give peace a Jack Pallance, but that he didn't give a Donald whether people gave a Yogi or not.

More as we get back to the slick plucker.

© adapted from: [thispoof.com](http://thispoof.com)

Figure 33: **Presentation of “Have You Heard?” Unit 2**

## Have You Heard?

### English Folklore The Wizard of Lincoln

A farmer of Lincolnshire, having suffered a great robbery, looked in vain for the culprits. In despair, he sought the aid of the Wizard of Lincoln, who flew to the farm in the form of a blackbird. In this guise he was perched in one of the farmer's rooms when a servant passed through. "That is one of the thieves," said the blackbird - "And there is the other," indicating the shadow of another servant on the wall. His work accomplished, the bird flew away. The two men were arrested, proved guilty of the crime, and the stolen money returned.

■ adapted from [britannia.com](http://britannia.com)

## Have You Ever Heard?

### Harmful Effects of Smoking

The act of inhaling and exhaling the fumes of burning tobacco in cigars, cigarettes or pipes is called smoking. Originally, it was started by Native Americans and was practiced in rituals and for medicinal purposes. But, slowly it spread to other parts of the world, and by the end of 19th century the use was widespread.

Tobacco smoke contains a substance called nicotine, a poisonous alkaloid. It also has substances such as carbon monoxide, acrolein, ammonia, prussic acid, aldehydes and tar. Tobacco contains about 4000 chemicals, which when heated, produce a lot of substances that cause irreparable damages to the health.

Smoking affects the lungs and causes lung cancer. Its harmful effects do not end there. Cancer and some other illnesses such as heart diseases, stroke, and other cardiovascular diseases are caused. The risks associated with the use of oral contraceptives, and occupational hazards such as the use of asbestos sheets, are increased by the harmful effects of smoking.

The dangers of smoking are not confined to the smoker himself. The non-smoking person by his side is also affected by the act. This is called passive smoking, i.e., inhaling the cigarette smoke of others. It is also known as environmental or secondhand smoking.

According to the study released, the signs for cardiovascular diseases are higher in people subjected to secondhand smoking. It is confirmed in many studies that exposure to secondhand smoke causes lung cancer, heart diseases, heart attacks, and breast cancer in the case of young women. The risks a passive smoker is exposed to, have led to the ban of smoking in public in many countries.

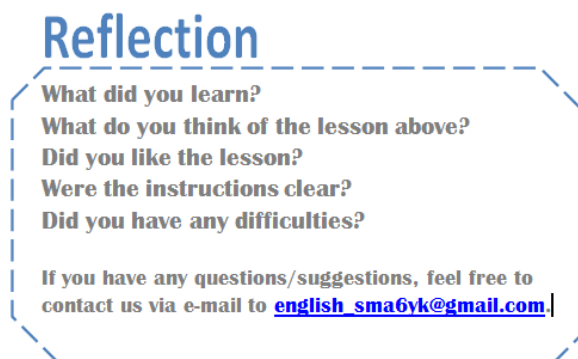
Whether it is active or passive smoking, it has several harmful health effects. The bottom line is, it is harmful to health and 'SMOKING KILLS'. It is time to say no to tobacco and no to smoking.

■ adapted from: [buzzrb.com](http://buzzrb.com)

Figure 34: Presentation of “Have You Heard?”’s Unit 1 and 3

Finally, there is “*Reflection*” where reflect on what they have learnt and state their feedback about the materials. The purpose of the “*Reflection*” is to

reflect on the lesson as well as to find the students' expressed reaction toward the lesson.



**Reflection**

What did you learn?  
 What do you think of the lesson above?  
 Did you like the lesson?  
 Were the instructions clear?  
 Did you have any difficulties?

If you have any questions/suggestions, feel free to contact us via e-mail to [english\\_sma6yk@gmail.com](mailto:english_sma6yk@gmail.com).

Figure 35: **Presentation of Reflection**

Reflection may be done in the form of oral or written feedback. The teachers may throw the questions to the students to get oral responses. However, if the teachers find it difficult to remember all the responses, they may ask the targets to write their reflections (comments, suggestions, criticisms) on the body of the e-mail and send them to the teachers' e-mail address.

#### **E. Evaluation (Expert Judgment)**

The materials evaluation took place in State University of Yogyakarta. There were two individuals selected to act as the experts, who are further known as Expert A and Expert B. Both of them work as lecturers of English Education Department and are considered as the experts of English educational field of study.

The evaluation involved a questionnaire for each unit of learning materials. Unit 1 is for Narrative learning materials. Unit 2 is for Spoof learning

materials. Unit 3 is for Hortatory Exposition learning materials. The median represents the value in the middle of the distribution. Half of the data lie above it, and the other half lie under it. The median is not influenced by the extreme values. The small value of interquartile range shows how very consistent the data are.

## 1. Unit 1

Here are the data presentations of materials evaluation for Unit 1.

**Table 14: Data Presentation of Materials Evaluation for Unit 1 in Terms of the Appropriateness of the Content**

No.	Statements	Item Number	Expert A	Expert B	Median
1	The appropriateness of the designed materials to the standard of competence and the basic competence.	1	3	4	3.5
2	The appropriate depth of the designed materials to help the students achieve the minimum competence of the basic competence.	2	4	3	3.5
3	The appropriate riches in the designed materials to help the students achieve all basic competence.	3	3	3	3
4	The appropriate recency of the designed materials to get the students' curiosity while they are learning.	4	3	4	3.5
5	The appropriateness of the designed materials to the students' age.	5	3	2	2.5
6	The appropriate order of the tasks in the designed materials regarding the level of difficulties of each task.	10	4	4	4
7	The appropriateness of the copyrights attribution in the designed materials.	14	4	4	4

In terms of the students' needs stated in the standard of competence and basic competence, the designed materials are highly appropriate. The median value lies at 3.5. There is no revision needed.



The designed materials, in terms of the depth of knowledge/information to support the students achieving the minimum basic competence, is highly appropriate. The median value is 3.5. There is no revision needed.

The designed materials, in terms of the recency to support the students achieving all basic competence, are quite appropriate. The median value is 3. There is no revision needed.

The designed materials, in terms of the strategy to get the students' curiosity while they are learning, are highly appropriate. The median value is 3.5. There is no revision needed.

The designed materials, in terms of the students' age, are moderately appropriate. The median value is 2.5. One of the experts stated that some of the materials are not appropriately meet the students' age. There should have no revision needed.

In terms of the level of difficulty of each task in the designed materials, the tasks are in the best order, that it is extremely appropriate. The median value is 4. There is no revision needed.

The designed materials, in terms of the credits to the related sources, have considered the copyrights very appropriately. The median value is 4. There is no revision needed.

**Table 15: Data Presentation of Materials Evaluation for Unit 1 in Terms of the Appropriateness of the Language Use**

No.	Statements	Item Number	Expert A	Expert B	Median
1	The appropriateness of the English language use in the designed materials.	6	4	3	3.5
2	The appropriateness of the vocabulary level in the designed materials.	7	4	4	4
3	The appropriate level of difficulties to the vocabulary in the designed materials.	8	3	3	3
4	The appropriate level of difficulties to the language in the instructions used in the designed materials.	9	4	4	4

The designed materials, in terms of the English language use, are highly appropriate. The median value is 3.5. There is no revision needed.

The designed materials, in terms of the level of difficulty of the vocabulary use, are extremely appropriate to the students' education level. The median value is 4. There is no revision needed.

The designed materials, in terms of the level of difficulty of the vocabulary use, are highly appropriate to the students' age. The median value is 3. There is no revision needed.

In terms of the instructions, the designed materials is easy to understand, which is extremely appropriate for the students. The median value is 4. There is no revision needed.

The layout of the designed materials, in terms of the students' education level, is appropriately designed. The median value is 3. There is no revision needed.

The layout of the designed materials, in terms of the students' age, is highly appropriate. The median value is 3.5. There is no revision needed.

**Table 16: Data Presentation of Materials Evaluation for Unit 1 in Terms of the Appropriateness of the Layout**

No.	Statements	Item Number	Expert A	Expert B	Median
1	The appropriateness of the layout and design in the designed materials considering the students' level of education.	11	3	3	3
2	The appropriateness of the layout and design in the designed materials considering the students' age.	12	4	3	3.5
3	The appropriateness of the layout and design of the designed materials considering their means and functions.	13	4	3	3.5

The designed materials, in terms of the meaning and function, are highly appropriate. The median value is 3.5. There is no revision needed.

**Table 17: Data Presentation of Materials Evaluation for Unit 1 in Terms of the Appropriateness of the Graphic**

No.	Statements	Item Number	Expert A	Expert B	Median
1	The appropriateness of the font sizes and types in the designed materials considering the students' education level and age.	15	4	3	3.5
2	The appropriateness of the colour design in the designed materials considering the students' education level and age.	16	4	4	4

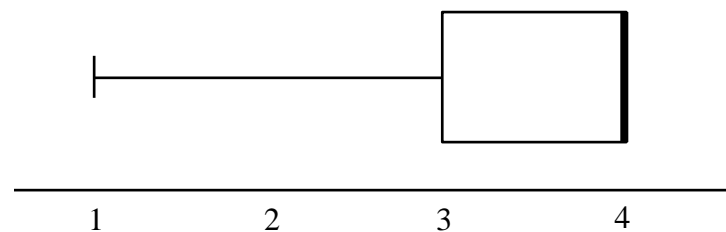
The designed materials, in terms of the comfortability of the sizes and types of the fonts, are highly appropriate. The median value is 3.5. There is no revision needed.

The designed materials, in terms of the comfortability of the colour use regarding the students' education level and age, are extremely appropriate. The median value is 4. There is no revision needed.

**Table 18: The Normal Distribution of the Overall Data Presentations of Materials Evaluation for Unit 1**

Participant(s)	Median	Q1	Q3	IQR
Expert A	4	3	4	1
Expert B	3	3	4	1
Both	3.5	3.25	4	0.75

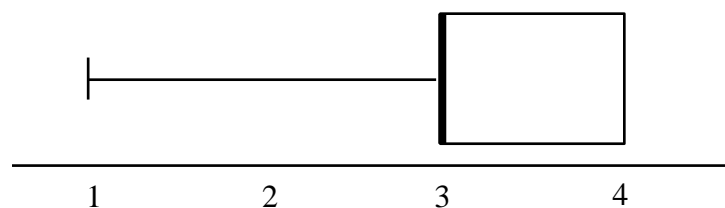
From the table above, the box-and-whiskers plot for Expert A's overall answers can be seen on Figure 36.



**Figure 36: The Box-and-Whiskers Plot for Expert A (Unit 1)**

The box-plot does not have the right whiskers because the data are not balance. The right whisker's range stops at 4, which overlaps the Q3. The median value is 4. Thus, the data are skewed to the right.

Below is the box-and-whiskers plot for Expert B's overall answers.



**Figure 37: The Box-and-Whiskers Plot for Expert B (Unit 1)**

The box-plot does not have the right whiskers either. The right whisker's range stops at 4, which overlaps the Q3. The data are skewed to the right as well. Though, it is not exactly identical. The median value is 3.

Lastly, the following is the box-and-whiskers plot for Expert A and Expert B's overall responses combined for Unit 1.

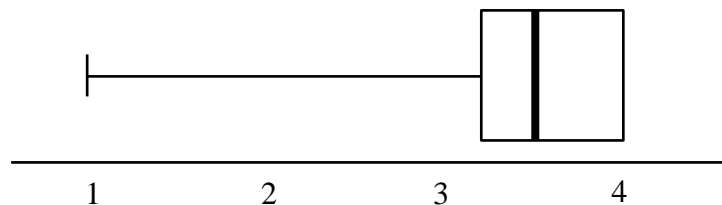


Figure 38: **The Box-and-Whiskers Plot for Expert A and B (Unit 1)**

The box-plot on the figure 4.35 describes the normal probability distribution of Expert A and B's responses for all issues on the questionnaire for Unit 1. The data is skewed to the right. The median value is 3.5. The left whisker's range stops at 1, while the right whisker's at 4. The interquartile range is 0,75, which shows that the data are moderately inconsistent.

## 2. Unit 2

Moving onto Unit 2, the data presentations can be seen as follow.

The designed materials, in terms of the students' needs stated in the standard of competence and basic competence, are highly appropriate. The median value lies at 3.5. There is no revision needed.

The designed materials, in terms of the depth of the knowledge/information to support the students achieving the minimum basic competence, is highly appropriate. The median value is 3.5. There is no revision needed.

The designed materials, in terms of the recency to support the students achieving all basic competence, are extremely appropriate. The median value is 4. There is no revision needed.

**Table 19: Data Presentation of Materials Evaluation for Unit 2 in Terms of the Appropriateness of the Content**

No.	Statements	Item Number	Expert A	Expert B	Median
1	The appropriateness of the designed materials to the standard of competence and the basic competence.	1	3	4	3.5
2	The appropriate depth of the designed materials to help the students achieve the minimum competence of the basic competence.	2	3	4	3.5
3	The appropriate riches of the designed materials to help the students achieve all basic competence.	3	4	4	4
4	The appropriate recency of the designed materials to get the students' curiosity while they are learning.	4	4	3	3.5
5	The appropriateness of the designed materials to the students' age.	5	4	4	4
6	The appropriate order of the tasks in the designed materials regarding the level of difficulties of each task.	10	3	3	3
7	The appropriateness of the copyrights attribution in the designed materials.	14	4	4	4

The designed materials, in their strategy to get the students' curiosity while they are learning, are highly appropriate. The median value is 3.5. There is no revision needed.

The designed materials, in terms of the students' age, are extremely appropriate. The median value is 4. There is no revision needed.

In terms of the level of difficulties of each task in the designed materials, the tasks are in the best order, that it is highly appropriate. The median value is 3. There is no revision needed.

The designed materials, in terms of credits to the related sources, have considered the copyrights very appropriately. The median value is 4. There is no revision needed.

**Table 20: Data Presentation of Materials Evaluation for Unit 2 in Terms of the Appropriateness of the Language Use**

No.	Statements	Item Number	Expert A	Expert B	Median
1	The appropriateness of the English language use in the designed materials.	6	3	4	3.5
2	The appropriateness of the grammar level of difficulty in the designed materials.	7	4	4	4
3	The appropriate level of difficulties to the vocabulary in the designed materials.	8	4	4	4
4	The appropriate level of difficulties to the language in the instructions used in the designed materials.	9	4	4	4

The designed materials, in terms of the English language use, are highly appropriate. The median value is 3.5. There is no revision needed.

The designed materials, in terms of the level of difficulty of the vocabulary use to the students' education level, are extremely appropriate. The median value is 4. There is no revision needed.

The designed materials, in terms of the level of difficulty of the vocabulary use to the students' age, are extremely appropriate. The median value is 4. There is no revision needed.

**Table 21: Data Presentation of Materials Evaluation for Unit 2 in Terms of the Appropriateness of the Layout**

No.	Statements	Item Number	Expert A	Expert B	Median
1	The appropriateness of the layout and design in the designed materials considering the students' level of education.	11	4	3	3.5
2	The appropriateness of the layout and design in the designed materials considering the students' age.	12	4	3	3.5
3	The appropriateness of the layout and design of the designed materials considering their means and functions.	13	3	4	3.5

In terms of the instructions, the designed materials is easy to understand, which is extremely appropriate for the students. The median value is 4. There is no revision needed.

The layout of the designed materials, in terms of the students' education level, are appropriately designed. For the eleventh question of Unit 2, the median value is 3.5. There is no revision needed.

The layout of the designed materials, in terms of the students' age, is highly appropriate. The median value is 3.5. There is no revision needed.

The designed materials, in terms of the meaning and function, are highly appropriate. The median value is 3.5. There is no revision needed.

**Table 22: Data Presentation of Materials Evaluation for Unit 2 in Terms of the Appropriateness of the Graphic**

No.	Statements	Item Number	Expert A	Expert B	Median
1	The appropriateness of the font sizes and types in the designed materials considering the students' education level and age.	15	4	3	3.5
2	The appropriateness of the colour design in the designed materials considering the students' education level and age.	16	4	4	4

The designed materials, in terms of the comfortability of the font sizes and types, are highly appropriate. The median value is 3.5. There is no revision needed.

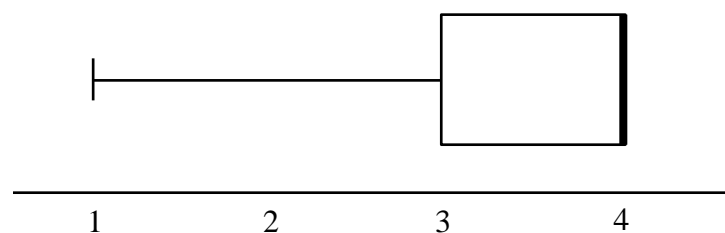
The designed materials, in terms of colour design regarding the students' education level and age, are extremely appropriate. The median value is 4. There is no revision needed.



**Table 23: The Normal Distribution of the Overall Data Presentations of Materials Evaluation for Unit 2**

Participant(s)	Median	Q1	Q3	IQR
Expert A	4	3	4	1
Expert B	4	3	4	1
Both	3.5	3.5	4	0.5

From the table above, it is shown that Expert A and Expert B both have the same median, Q1, Q3 and IQR values. It is shown that the box-and-whiskers plots of the two experts' overall responses are identical. The box-and-whiskers plot can be seen on Figure 39.



**Figure 39: The Box-and-Whiskers Plot for Each Expert (Unit 2)**

The box-plot does not have the right whiskers because the data are not balance. The right whisker's range stops at 4, which overlaps the Q3. The median value is 4. Thus, the data are skewed to the right.

Whilst, on Figure 40 is the box-and-whiskers plot for Expert A and Expert B's overall responses combined for Unit 2.



**Figure 40: The Box-and-Whiskers Plot for Expert A and B (Unit 2)**

The box-plot above describes the normal probability distribution of Expert A and B's responses for all issues on the questionnaire for Unit 2. The data are skewed to the right. The median value is 3.5. The left whisker's range stops at 1, while the right whisker's at 4. The interquartile range is 0.5, which shows that the data are quite consistent.

### 3. Unit 3

Moving onto Unit 3, the data presentations can be seen as follow.

**Table 24: Data Presentation of Materials Evaluation for Unit 3 in Terms of the Appropriateness of the Content**

No.	Statements	Item Number	Expert A	Expert B	Median
1	The appropriateness of the designed materials to the standard of competence and the basic competence.	1	4	4	4
2	The appropriate depth of the designed materials to help the students achieve the minimum competence of the basic competence.	2	3	3	3
3	The appropriate riches of the designed materials to help the students achieve all basic competence.	3	3	4	3.5
4	The appropriate recency of the designed materials to get the students' curiosity while they are learning.	4	3	4	3.5
5	The appropriateness of the designed materials to the students' age.	5	4	3	3.5
6	The appropriate order of the tasks in the designed materials regarding the level of difficulties of each task.	10	4	4	4
7	The appropriateness of the copyrights attribution in the designed materials.	14	4	4	4

The designed materials, in terms of the students' needs stated in the standard of competence and basic competence, are extremely appropriate. The median value lies at 4. There is no revision needed.

The designed materials, in terms of the depth of the knowledge/information to support the students achieving the minimum basic competence, is quite appropriate. The median value is 3. There is no revision needed.

The designed materials, in terms of the richness to support the students achieving all basic competence, are highly appropriate. The median value is 3.5. There is no revision needed.

The designed materials, in terms of the recency to get the students' curiosity while they are learning, are highly appropriate. The median value is 3.5. There is no revision needed.

The designed materials, in terms of the students' age, are highly appropriate. The median value is 3.5. There is no revision needed.

In terms of the level of difficulties of each task in the designed materials, the tasks are in the best order, that it is extremely appropriate. The median value is 4. There is no revision needed.

The designed materials, in terms of the credits to related sources, have considered the copyrights very appropriately. The median value is 4. There is no revision needed.

The designed materials, in terms of the English language use, are highly appropriate. The median value is 3.5. There is no revision needed.

The designed materials, in terms of the level of difficulty of the vocabulary use to the students' education level, are highly appropriate. The median value is 3.5. There is no revision needed.

**Table 25: Data Presentation of Materials Evaluation for Unit 3 in Terms of the Appropriateness of the Language Use**

No.	Statements	Item Number	Expert A	Expert B	Median
1	The appropriateness of the English language use in the designed materials.	6	4	3	3.5
2	The appropriateness of the grammar level of difficulty in the designed materials.	7	4	3	3.5
3	The appropriate level of difficulties to the vocabulary in the designed materials.	8	4	3	3.5
4	The appropriate level of difficulties to the language in the instructions used in the designed materials.	9	4	4	4

The designed materials, in terms of the level of difficulty of the vocabulary use to the students' age, are highly appropriate. The median value is 3.5. There is no revision needed.

In terms of the instructions, the designed materials are easy to understand, which is extremely appropriate for the students. The median value is 4. There is no revision needed.

**Table 26: Data Presentation of Materials Evaluation for Unit 3 in Terms of the Appropriateness of the Layout**

No.	Statements	Item Number	Expert A	Expert B	Median
1	The appropriateness of the layout and design in the designed materials considering the students' level of education.	11	3	3	3
2	The appropriateness of the layout and design in the designed materials considering the students' age.	12	4	3	3.5
3	The appropriateness of the layout and design of the designed materials considering their means and functions.	13	3	3	3

The layout of the designed materials, in terms of the students' education level, is quite appropriate. The median value is 3. There is no revision needed.

The designed materials, in terms of the students' age, are highly appropriate. The median value is 3.5. There is no revision needed.

The designed materials, in terms of the meaning and function, are quite appropriate. The median value is 3. There is no revision needed.

**Table 27: Data Presentation of Materials Evaluation for Unit 3 in Terms of the Appropriateness of the Graphic**

No.	Statements	Item Number	Expert A	Expert B	Median
1	The appropriateness of the font sizes and types in the designed materials considering the students' education level and age.	15	4	3	3.5
2	The appropriateness of the colour design in the designed materials considering the students' education level and age.	16	4	3	3.5

The designed materials, in terms of the comfortability of the font sizes and types, are highly appropriate. The median value is 3.5. There is no revision needed.

The designed materials, in terms of the colour design regarding the students' education level and age, are highly appropriate. The median value is 3.5. There is no revision needed.

**Table 28: The Normal Distribution of the Overall Data Presentations of Materials Evaluation for Unit 3**

Participant(s)	Median	Q1	Q3	IQR
Expert A	4	3	4	1
Expert B	3	3	4	1
Both	3.5	3.5	3.75	0.25

From the table above, the box-and-whiskers plot for Expert A's overall responses can be seen on Figure 41.

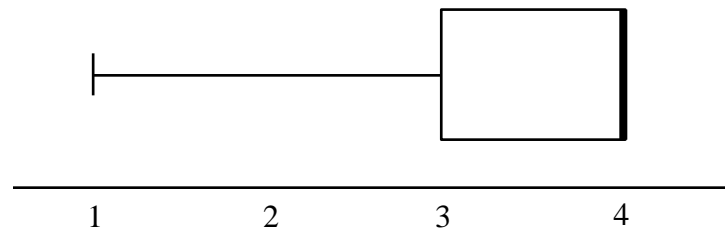


Figure 41: **The Box-and-Whiskers Plot for Expert A (Unit 3)**

The box-plot does not have the right whiskers because the data are not balanced. The right whisker's range stops at 4, which overlaps the Q3. The median value is 4. Thus, the data are skewed to the right.

Here is the box-and-whiskers plot for Expert B's overall answers.

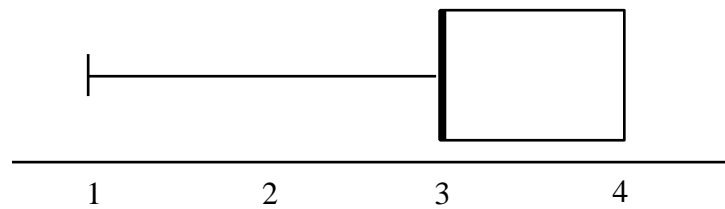


Figure 42: **The Box-and-Whiskers Plot for Expert B (Unit 3)**

The box-plot does not have the right whiskers either. The right whisker's range stops at 4, which overlaps the Q3. The data are skewed to the right as well. Though, it is not exactly identical. The median value is 3. These phenomena of box-plots in Figure 41 and 42 are identical to the box-plots for the responses of Expert A and B for Unit 1 in Figure 36 and 37.

Lastly, below is the box-and-whiskers plot for Expert A and Expert B's overall responses combined for Unit 3.



Figure 43: **The Box-and-Whiskers Plot for Expert A and B (Unit 3)**

The box-plot on the previous page describes the normal probability distribution of Expert A and B's responses for all issues on the questionnaire for Unit 3. The data, though not balance enough, are the most balance among all data gotten through the questionnaire's responses. The median value is 3.5, overlapped by Q1 (3.5). The upper quartile is at 3.75. The left whisker's range stops at 1, while the right whisker's at 4. The interquartile range is 0.25, which shows that the data are highly consistent.

## **F. First Draft Revision**

Once the advantages and the weaknesses of the designed materials were figured out through the evaluation, the revision of each troubled aspect can finally be executed. Onwards, there will be the presentations of the experts' commentaries for each task of the designed materials. The comments were a great help in figuring out how the designed materials could be improved better. Some of the designed materials do not require revision as they are seen appropriate.

### **1. Unit 1**

The data presentations for both of the Experts' commentaries on each aspects will be covered in Table 29 up to Table 32.

Expert A gave mostly no comment to the statements on the Table 29. On in terms of the riches of the designed materials did Expert A recommend the inclusion of non-fiction narrative work. While Expert B's commentaries mostly reflected the satisfaction of the designed materials. Except, in terms of the

appropriateness of the designed materials to the students' age, did Expert B voiced out her disagreement to the choice of texts matter. However, the evaluation of the former and the later problems was proven quite appropriate (3) and moderately appropriate (2.5), no revision should do well.

**Table 29: Data Presentation for Experts' Commentaries in Terms of the Content for the Designed e-Learning Materials, Unit 1**

No.	Statements	Item No	Expert A	Expert B	Act of Revision
1	The appropriateness of the designed materials to the standard of competence and the basic competence.	1	-	The materials satisfy the standard of the competence and the basic competence.	No revision
2	The appropriate depth of the designed materials to help the students achieve the minimum competence of the basic competence.	2	-	The materials are in-depth to help the students achieve the basic competence.	No revision
3	The appropriate richness of the designed materials to help the students achieve all basic competence.	3	An example of a non-fiction narrative work is recommended.	The materials are quite rich and vary to help the students achieve the basic competence.	No revision
4	The appropriate recency of the designed materials to get the students' curiosity while they are learning.	4	-	The materials are very up-to-date, as the progress of time.	No revision
5	The appropriateness of the designed materials to the students' age.	5	-	Some of the materials are not suited to the students' age, e.g. the choice of texts.	No revision
6	The appropriate order of the tasks in the designed materials regarding the level of difficulties of each task.	10	-	The gradation of the task difficulties is in a good order.	No revision
7	The appropriateness of the copyrights attribution in the designed materials.	14	-	The copyright attribution is appropriately given.	No revision



The possibility of the act of revision for non-fiction texts recommendation would be giving an additional task at the end of the Unit. However, such act affects the balance of the concept of the Unit. For instance, the Unit 1 might have two examples of good texts written taken from the sources while the other two Units only have one.

The possibility of the act of revision for the unsuitable texts examples would require a great deal of change. It is recommended, seeing the score given by both of the Experts (2.5). The score is approaching 3, which means '*highly appropriate*', which explains the absence of revision.

**Table 30: Data Presentation for Experts' Commentaries in Terms of the Language Use for the Designed e-Learning Materials, Unit 1**

No.	Statements	Item No	Expert A	Expert B	Act of Revision
1	The appropriateness of the English language use in the designed materials.	6	-	The English grammar use is perfect.	No revision
2	The appropriateness of the grammar level of difficulty in the designed materials.	7	-	The level of difficulty is on a good level.	No revision
3	The appropriate level of difficulties to the vocabulary in the designed materials.	8	-	The vocabulary used is not too hard.	No revision
4	The appropriate level of difficulties to the language in the instructions used in the designed materials.	9	-	The instructions are well-understood.	No revision

Expert A did not give any comment on the statements, while Expert B claimed the proper use of English grammar in the designed materials. The grammar level of difficulties is on a exact level, as well as the vocabulary. The instruction is not confusing. There is no revision needed in terms of the language use of the designed materials. All had been appropriately designed.

**Table 31: Data Presentation for Experts' Commentaries in Terms of the Layout for the Designed e-Learning Materials, Unit 1**

No.	Statements	Item No	Expert A	Expert B	Act of Revision
1	The appropriateness of the layout and design in the designed materials considering the students' level of education.	11	-	The layout is good and interesting.	No revision
2	The appropriateness of the layout and design in the designed materials considering the students' age.	12	-	The layout is done well for the students' age.	No revision
3	The appropriateness of the layout and design of the designed materials considering their means and functions.	13	-	It is good.	No revision

From Table 30, it is concluded that the designed materials are very much accepted. Expert A did not give any comment on the statements, while Expert B believed that the layout of the designed materials is good and that the students might be interested in it. The layout of the designed materials is suited to the students' level of education. The designed materials have good layout and design, in terms of the means and functions. There is no revision needed in terms of the layout of the designed materials. Every matter of each term had been appropriately designed.

In terms of the font sizes, it is too small on some tasks. For instances, Task 4. Browsing through the tasks, it is found that Task 3 has the same font size as Task 4. In addition, the space for writing in Task 11 is quite moderate. Nevertheless, both the matters are seen quite sufficient for the students' convenience as these points are scored 3.5, which means highly appropriate.

**Table 32: Data Presentation for Experts' Commentaries in Terms of the Graphic for the Designed e-Learning Materials, Unit 1**

No.	Statements	Item No	Expert A	Expert B	Act of Revision
1	The appropriateness of the font sizes and types in the designed materials considering the students' education level and age.	15	-	The font size of some tasks needs enlarging and it needs more spaces (for instance, Task 4).	No revision
2	The appropriateness of the colour design in the designed materials considering the students' education level and age.	16	-	The colour pallete choice is comfortable for the eyes.	No revision

On the brighter note in terms of colour choice, the designed materials have comfortable design. Thus, no revision needed.

## **2. Unit 2**

Onward to Unit 2, the data presentations can be seen on the next page. Table 33 covers the content, Table 34 covers the language use, Table 35 covers the layout and finally Table 36 covers the graphic aspect.

From Table 33, it can be seen that Expert A did not have any comment on the statements. Expert B commented that the designed materials satisfy the standard of competence and the basic competence. The designed materials are thorough. The designed materials have varieties of tasks and themes. The designed materials are so up-to-date that are able to hook the students up.

**Table 33: Data Presentation for Experts' Commentaries in Terms of the Content for the Designed e-Learning Materials, Unit 2**

No.	Statements	Item No	Expert A	Expert B	Act of Revision
1	The appropriateness of the designed materials to the standard of competence and the basic competence.	1	-	The materials satisfy the standard of the competence and the basic competence.	No revision
2	The appropriate depth of the designed materials to help the students achieve the minimum competence of the basic competence.	2	-	The materials are in-depth and thorough.	No revision
3	The appropriate richness of the designed materials to help the students achieve all basic competence.	3	-	The materials have varieties of tasks and themes.	No revision
4	The appropriate recency of the designed materials to get the students' curiosity while they are learning.	4	-	The materials are so up-to-date that they hook the students up.	No revision
5	The appropriateness of the designed materials to the students' age.	5	-	The materials are suitable for the students' age.	No revision
6	The appropriate order of the tasks in the designed materials regarding the level of difficulties of each task.	10	-	The tasks are in a good order, so that the materials are well-comprehended.	No revision
7	The appropriateness of the copyrights attribution in the designed materials.	14	-	The copyright attribution is appropriately given.	No revision

The designed materials are suited to the students' age. The tasks in the designed materials are in a good order, so that they are easy to comprehend. The copyright attribution is well-put. There is no revision needed in terms of the content of the designed materials.

**Table 34: Data Presentation of Experts' Commentaries in Terms of the Language Use for the Designed e-Learning Materials, Unit 2**

No.	Statements	Item No	Expert A	Expert B	Act of Revision
1	The appropriateness of the English language use in the designed materials.	6	-	The English grammar use is perfect.	No revision
2	The appropriateness of the grammar level of difficulty in the designed materials.	7	-	The level of difficulty is on a good level for students of grade XI.	No revision
3	The appropriate level of difficulties to the vocabulary in the designed materials.	8	-	The vocabulary used is suitable for the students' age.	No revision
4	The appropriate level of difficulties to the language in the instructions used in the designed materials.	9	-	The instructions are well-understood.	No revision

The Table 33 shows more positive assessment of the designed materials.

Expert A did not have any comment on the statements. Whilst, Expert B gave positive feedback on each statement, such as: the proper use of the English grammar, as well as its level of difficulty is on a good level, the vocabulary is suited the students' age and the instructions are easy to understand. There is no revision needed in terms of the language use of the designed materials.

**Table 35: Data Presentation of Experts' Commentaries in Terms of the Layout for the Designed e-Learning Materials, Unit 2**

No.	Statements	Item No	Expert A	Expert B	Act of Revision
1	The appropriateness of the layout and design in the designed materials considering the students' level of education.	11	-	The layout is suitable for the students' level of education.	No revision
2	The appropriateness of the layout and design in the designed materials considering the students' age.	12	-	The layout is suitable for the students' age.	No revision
3	The appropriateness of the layout and design of the designed materials considering their means and functions.	13	-	The layouting considers the means and functions well.	No revision

Expert A did not have any comment on the statements. Expert B gave statements that the layout of the designed materials have been designed well. It is suitable for the students' level of education and age. It also take the means and the functions of the designed materials into account. There is no revision needed in terms of the layout of the designed materials.

**Table 36: Data Presentation of Experts' Commentaries in Terms of the Graphic for the Designed e-Learning Materials, Unit 2**

No.	Statements	Item No	Expert A	Expert B	Act of Revision
1	The appropriateness of the font sizes and types in the designed materials considering the students' education level and age.	15	-	It is suitable for the students' level of education and age.	No revision
2	The appropriateness of the colour design in the designed materials considering the students' education level and age.	16	-	The colour pallete choice is comfortable for the students' eyes.	No revision

In Table 35, Expert A did not have any comment. Expert B gave statements that the graphic of the designed materials is suited to the students' level of education and age. The colour design of the designed materials is also comfortable for the students' eyes. There is no revision needed in terms of the graphic of the designed materials.

### **3. Unit 3**

Moving onto Unit 3, the data presentations for the revised materials will be presented in Table 37 up to Table 40. Table 37 cover the terms of the content, Table 38 covers the terms of the language use, Table 39 covers the terms of layout and finally Table 40 cover the terms of graphic.

**Table 37: Data Presentation of Experts' Commentaries in Terms of the Content for the Designed e-Learning Materials, Unit 3**

No.	Statements	Item No	Expert A	Expert B	Act of Revision
1	The appropriateness of the designed materials to the standard of competence and the basic competence.	1	-	The materials are suited to the standard of the competence and the basic competence.	No revision
2	The appropriate depth of the designed materials to help the students achieve the minimum competence of the basic competence.	2	-	The materials are in-depth, that they help the students achieve the basic competence.	No revision
3	The appropriate riches of the designed materials to help the students achieve all basic competence.	3	-	The materials are thorough and vary.	No revision
4	The appropriate recency of the designed materials to get the students' curiosity while they are learning.	4	-	The materials are very up-to-date.	No revision
5	The appropriateness of the designed materials to the students' age.	5	-	The materials are suitable for the students' age.	No revision
6	The appropriate order of the tasks in the designed materials regarding the level of difficulties of each task.	10	-	The tasks order is very good.	No revision
7	The appropriateness of the copyrights attribution in the designed materials.	14	-	The copyright attribution is very well-put.	No revision

Expert A did not comment at all. Expert B gave statements that the designed materials are suited to the standard of competence and the basic competence. The designed materials are so in-depth that they help may the students achieve the basic competence. The designed materials are thorough and vary, as well as very up-to-date. The designed materials are suited to the students' age. The designed materials have a very good tasks order. The designed materials

also have put the copyright attribution properly. There is no revision needed in terms of the content of the designed materials.

**Table 38: Data Presentation of Experts' Commentaries in Terms of the Language Use for the Designed e-Learning Materials, Unit 3**

No.	Statements	Item No	Expert A	Expert B	Act of Revision
1	The appropriateness of the English language use in the designed materials.	6	-	The English grammar use is perfect.	No revision
2	The appropriateness of the grammar level of difficulty in the designed materials.	7	-	The level of difficulty is not hard to understand.	No revision
3	The appropriate level of difficulties to the vocabulary in the designed materials.	8	-	The vocabulary used is not too hard.	No revision
4	The appropriate level of difficulties to the language in the instructions used in the designed materials.	9	-	The instructions are well-understood.	No revision

Expert A gave no comment at all. Expert B did positively by stating that, in terms of the language use, the designed materials has employed a proper English. The difficulty of the grammar taught is on the right level. The vocabulary given to the designed materials is not too hard to understand. The instructions in the designed materials are easy to grasp. There is no revision needed.

Expert A had nothing to comment on the designed materials, as it is showed in Table 4.40. Expert B, on the other hand, saw the compatibility between the layout and the students' level of education and age. She also had been certain that the layout of the designed materials had considered well the means and functions. There is no revision needed.



**Table 39: Data Presentation of Experts' Commentaries in Terms of the Layout for the Designed e-Learning Materials, Unit 3**

No.	Statements	Item No	Expert A	Expert B	Act of Revision
1	The appropriateness of the layout and design in the designed materials considering the students' level of education.	11	-	The layout is suited to the students' level of education.	No revision
2	The appropriateness of the layout and design in the designed materials considering the students' age.	12	-	The layout is suited to the students' age.	No revision
3	The appropriateness of the layout and design of the designed materials considering their means and functions.	13	-	The layout has considered well the means and functions of the materials.	No revision

Table 40 presents the data presentation in terms of graphic, which cover the font types and sizes and the colour used in the designed materials.

**Table 40: Data Presentation of Experts' Commentaries in Terms of the Graphic for the Designed e-Learning Materials, Unit 3**

No.	Statements	Item No	Expert A	Expert B	Act of Revision
1	The appropriateness of the font sizes and types in the designed materials considering the students' education level and age.	15	-	The font types and sizes are comfortable.	No revision
2	The appropriateness of the colour design in the designed materials considering the students' education level and age.	16	-	The colour palette choice is soft, therefore it is comfortable.	No revision

Finally at the last data presentation, Expert A did not state anything at all. Whilst, Expert B claimed that the font types and sizes are comfortable for the students to read, as well as the soft colour palette. There is no revision needed.

## **G. Discussions**

From the number of the processes done Borg and Gall (2003) proposed, there is a number of elements which play an important role for this study. As the problem formulation on Chapter I has stated, the first thing to be done in research and development steps is needs analysis. The needs analysis revealed some results, engaging the target needs and the learning needs of the English writing e-learning materials needed.

The target needs mostly shows an enthusiasm of the students to the designed materials. It can be seen from the students' responses which were quite homogenous. The same goes to the learning needs assessment, with an exception in terms of the task which asks the targets to work out their talents, the number of the tasks and the minimum words for the reading texts.

According to Dudeney and Hockly (2007), the course design of the e-learning is just the same as the one which is used all the time in the classroom. The difference lies in the task design and the materials, the learners and the teachers. The designed materials has a website where the students can download the materials. The teachers are also able to store them in CD-ROMs. In terms of task design and materials, e-learning materials are designed attractively and have various kinds of tasks. The learners must not be computer illiterate. The designed e-learning materials do not close the possibility for the learners to build an online learning group (it is on the website). The designed e-learning materials have also been evaluated and proven appropriate for the SMA Negeri 6 Yogyakarta's students of grade XI.

The designed e-learning materials are also available to distant and/or time-shifted learners, as is suggested by Mealy and Loller (2000). The students are not obliged to work out the designed materials in the school. They may learn at home, at anytime; of course, by the teachers' instruction. On the website, the students are allowed to consult to the teachers through the discussion topics on the website.

Since the course design is very much the same as the usual classroom learning, the tasks in the designed materials are not too far different either. The designed e-learning materials make use of the variety of Task-Based Language Learning, which is called Task-Based Language Learning and Teaching with Technology. This method adapts the computer-assisted-language learning (CALL), task-based learning (TBL) and second language acquisition (SLA) which is invented by Chapelle (2001). The tasks in the designed materials provide sufficient comprehensible input to trigger acquisitional processes. The tasks also consider the means and the functions. The fluency is gradually led by accuracy-focussed activities. The tasks in the designed materials are also meaning-based activities closely related to the students' actual needs with some real-world relationship.

The designed e-learning teaching and learning method is leaning heavily on TBL, as is suggested by Nunan (2004). It has to be scaffolding, which means at the beginning, the students should not be expected to produce language that has not been introduced before. The tasks grow out of, and build upon, the ones that have gone before. The students do the tasks by making use of the language they are learning. The tasks in the designed materials encourage the students to move

from reproductive to creative language use. At the end of the lesson, the students are given opportunities to reflect on what they have learned and how well they are doing.

The evaluation of the designed materials shows a number of achievements. In terms of the content, the language use, the layout and the graphic, the designed e-learning materials are proven appropriate. Following Tuckman's (1988) suggestion about the Thurstone Scale scoring point, the least score is 2.5, which means quite appropriate, while the greatest score is 4, which means appropriate. There were no revision performed for all units of the designed e-learning materials.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

This study focused on the e-learning materials design for writing skills, which are appropriate for grade XI students of SMA Negeri 6 Yogyakarta. The research aimed to get the target needs and the learning needs, as well as the appropriate design of the materials desired. The study employed R&D research method proposed by Borg and Gall (2003). It is begun by conducting the needs analysis to find out the target needs, as well as the learning needs. This study did the data collection quantitatively and qualitatively, by making use of a questionnaire and an observation. Secondly, the designed e-learning materials were evaluated by two selected experts, with the help of the second questionnaire. The quantitative data were then computed, according to some suggestions from Boone and Boone, Jr (2012), Iversen, Gergen and Gergen (1997), Neter, Wasserman and Whithmore (1992), Tuckman (1988) and Brase and Brase (2010).

Based on the result of the materials evaluation, it is concluded that:

1. in terms of the content, the designed e-learning materials for writing skills are suited for the students' level of education and age. They satisfy the standard of competences and the basic competences. The designed e-learning materials are very recent and have varieties of tasks, which are expected to be able to grab the students' curiosity. The materials are also thorough, which hopefully can help the students achieve the basic competences.

2. in terms of the language use, the designed e-learning materials for writing skills encourage the students to use the target language (English) and, therefore, trigger 'acquisition'. The materials teach the grammar and vocabulary at an exact level of high school students. It also has clear instruction which heavily help the students to comply all of the tasks.

3. in terms of the layout, the designed e-learning materials for writing skills are neat and comfortable. It is perfect for the students' level of education and age. It also made out of the consideration of the means and functions of the designed materials.

4. finally, in terms of the graphic, the designed e-learning materials for writing skills have interesting font types and colours. There were only minor revision on the font size and the space between the lines. However, overall, the layout is acceptable.

In general, this study had resulted in:

1. the target needs of the e-learning materials: (a) the e-learning materials which are designed attractively, (b) the e-learning materials which are not far from what they have learned in the classroom, (c) the e-learning materials which include authentic reading texts and (d) the e-learning materials which satisfy the standard of competences and the basic competences of the school.

2. the learning needs of the e-learning materials: (a) the e-learning materials which have colourful design but (b) minimalistic, (c) the e-learning materials which help them learn grammar and (d) vocabulary, (e) the e-learning materials which are also expected to help them work out their talent, (f) the e-learning materials which

let the students to get feedback from their peers and (g) the teacher, (h) the e-learning materials which allow the students to experience browsing the Internet, (i) the e-learning materials which allow the students to join online discussion forum, (j) the e-learning materials which let the students leave their questions online e.g. via e-mails, instant messenger, social network websites, etc., (k) the e-learning materials which do not have too many tasks, (l) the e-learning materials of which the topics are not far away from what the students have learned in class, and (m) the e-learning materials which provide adequate reading texts.

3. the designed e-learning materials for writing skills, which are appropriate for the XI grade students of SMA Negeri 6 Yogyakarta.

## **B. Limitations of the Product**

There are several disadvantages noted from the designed e-learning materials. They are:

1. There are only three units of the e-learning designed. It is far from a proper amount units to create a real electronic coursebook.
  2. There are also very few grammar mistakes which may cause an inconvenience.
  3. The blank spaces for the students to do the task are programmed to unlimited characters with spaces. If the students' answers are too long, it will disrupt the layout, which is why each unit has to be separated into several files as an anticipation.
  4. The students cannot directly find out their score after finishing the assignments.
- The e-learning materials is lacking of such feature as programming.

### **C. Suggestions**

There are some possibilities that may be useful for the future research. There are three aspects the future researchers may be interested in. They are: (1) the designed e-learning materials, (2) the website, or (3) the performance of the e-learning.

In the near future, the improvisation may include the small things, such as the more attractive and creative design of the e-learning materials and/or the website. This study had made use of Microsoft Word 2007©. As the evaluation had approved the matter of layout and graphic design, it will be more attractive and creative if the study had made use of another software e. g. Microsoft Power Point, Adobe Flash, Macromedia Director, etc. However, it is best to consider the compatibility to both the teachers' and the students' computer/laptop systems and features.

The designed e-learning materials are lacking of 'a trick'. It needs something to provide a lot of interactions from students to students or from students to teachers. It may be the best interest for the future researcher to study the matter. There are at least two possible ways to improve this lackness: remaster the designed e-learning materials or providing a facility for the students and the teachers to interact online.

The website employed by the designed e-learning materials is a free hosting one. The version has a number of limitations. One of the limitations prohibits the website administrator to name the url as he or she desires. No matter what, the domain of the website will always be included in the url, which makes it



long and difficult to remember. The future studies may purchase a domain specially for the said website, to dismiss this problem.

Last but not least, it may be the best interest of the future studies to explore the possibilities to the better planning of the e-learning performance. The current designed e-learning materials may be able to be more practical with a more careful planning. Nearing the end of the process, the students are asked to send their first drafts to the teachers to get reviews for some tasks. To lessen the inconvenience to the teacher for reviewing twice of the students' work, the future study may have to find another way to replace.

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# **APPENDIXES**

**Appendix A: Field Notes****FIELD NOTES**

Place : SMA Negeri 6 Yogyakarta  
 Date : 18 and 21 February 2012  
 Subject : English  
 Teacher : Drs. Harwanto

No.	Items	Notes
1	Classroom condition	Theoretical learning takes place in the regular classroom, while practical learning (e.g. drama performance, listening exercises, group presentation, etc.) does in AVA room or language laboratory. The classroom is facilitated with standard classroom inventory such as a whiteboard, more than enough desks and chairs (each desk for 2 pupils), etc. The room acceptably clean so long the students did the cleaning duty every day. The air is cool to warm, helping the students to focus on the lesson.
2	Language laboratory condition	The room is sound-proof. However, it is quite dusty. Several of the headsets are not working properly. The sound produced through the speaker is not clear (it has a lot of noise and echo). The language laboratory does not provide the students with computers. It does only equipments for listening.
3	Teaching method	The learning method is divided into 3 segments: presentation, practice (individual or small group work) and performance (large group work). During presentation, the teacher explained the grammar and dominant language use. The materials comes from the module or the homework the students was assigned with on the previous meeting (e.g. news/report, articles from the newspaper or Internet, movie/book review, etc.). The individual or small group work requires the students to do some exercises in the book or on the whiteboard. The large group work involves a big project and usually requires longer time. The common large group work assigned by the teacher is group presentation and group stage performance.
4	Learning method	The students are given various learning sources, usually coming from the module, short summaries from the teacher, assignments from the previous meetings, etc. The students are given tasks, in which the lesson is installed ( <i>task-based</i> ). In the formal classroom meetings, the students are expected to talk in English. The teacher will speak in Indonesian only to explain things in much easier way for the students to understand. The students are to do their tasks in their notebooks or sometimes copied materials. The students do well their homeworks with their personal computers/laptops.

## **Appendix B: A Questionnaire Sample for Needs Analysis**

### **DESIGNING ENGLISH WRITING E-LEARNING MATERIALS FOR ELEVENTH GRADE STUDENTS OF SMA NEGERI 6 YOGYAKARTA UNIVERSITAS NEGERI YOGYAKARTA**

#### **ANGKET SISWA**

**Nama** : \_\_\_\_\_  
**No. Absen** : \_\_\_\_\_  
**Kelas** : \_\_\_\_\_  
**Jenis Kelamin** : a. putra      b. putri  
**Alamat E-mail** : \_\_\_\_\_

**Harap menaati petunjuk pengisian berikut ini!**

1. Kerjakan angket berikut secara mandiri. Dilarang meminta bantuan teman dalam pengisian.
2. Berilah tanda centang (✓) pada kolom jawaban yang menurutmu paling sesuai.
3. Tidak ada jawaban benar dan salah.
4. Kerjakan dengan sejujur-jujurnya.

**Keterangan:**

SA – *Strongly Agree* (sangat setuju)  
 A – *Agree* (setuju)  
 F – *Fair* (ragu-ragu)  
 DA – *Disagree* (tidak setuju)  
 SDA – *Strongly Disagree* (sangat tidak setuju)

No.	Questions	SA	A	F	DA	SDA
1	Saya suka tampilan materi E-Learning kalau disainnya tidak memberi kesan 'buku pelajaran' sehingga memberi suasana baru dalam belajar.					
2	Saya ingin tampilan materi E-Learning yang menarik, dengan gambar dan warna-warna.					
3	Saya ingin tampilan materi E-Learning yang sederhana saja, menggunakan konsep minimalis.					
4	Saya membutuhkan materi yang sesuai dengan SK/KD.					
5	Saya membutuhkan pengetahuan tentang <i>grammar</i> secara lebih rinci dan informatif daripada yang ada di buku paket.					

6	Saya membutuhkan daftar <i>vocabulary</i> tentang apa saja yang muncul di dalam materi E-Learning.					
7	Saya membutuhkan wawasan budaya di Inggris dan atau Amerika Serikat (sebagai <i>native English speakers</i> ) tentang ekspresi-ekspresi tertentu dalam Bahasa Inggris sebagai pengetahuan tambahan.					
8	Saya membutuhkan ringkasan materi di kelas juga disertakan dalam materi E-Learning.					
9	Saya membutuhkan contoh-contoh teks yang otentik.					
10	Saya ingin materi E-Learning menyediakan latihan menulis berbahasa Inggris sebagai sarana mengembangkan bakat (misalnya: menulis karangan, cerita pengalaman, dsb).					
11	Saya membutuhkan kritik dan saran dari teman sekelas mengenai hasil pekerjaan saya.					
12	Saya membutuhkan kritik dan saran dari guru mengenai hasil pekerjaan saya.					
13	Saya mengharapkan jumlah latihan ( <i>task</i> ) dalam materi E-Learning minimal 3, maksimal 5.					
14	Masing-masing latihan ( <i>task</i> ), saya harap masih terkait dengan apa yang diajarkan di kelas.					
15	Sebelum menulis, saya membutuhkan contoh bacaan sepanjang setidaknya 500 kata.					
16	Saya harap E-Learning memberi saya kesempatan mengenal lebih banyak aktivitas Internet (misal: <i>browsing</i> sumber belajar, men- <i>download</i> bahan belajar, menggunakan E-mail, berdiskusi melalui <i>Instant Messenger</i> atau forum diskusi) dan teknologi (misal: mengoperasikan Microsoft Word).					
17	Saya ingin aktif berpartisipasi dalam kegiatan diskusi (jika ada) di dalam E-Learning melalui Messenger atau forum diskusi.					
18	Ketika belajar E-Learning, saya ingin bisa bertanya-jawab bersama guru secara online; daripada menyimpan pertanyaan untuk di kelas keesokan harinya.					



### **Appendix C: A Questionnaire Sample for Expert Judgment**

#### **DESIGNING ENGLISH WRITING E-LEARNING MATERIALS FOR XI GRADERS OF SMA N 6 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013**

#### **ANGKET EVALUASI INSTRUMEN**

*Assalamu'alaikum wr. wb.*

Penyebaran angket ini bertujuan untuk memperoleh data tentang kesesuaian materi-materi E-Learning untuk *writing skills* siswa-siswi kelas XI, SMA N 6 Yogyakarta. Tanpa mengurangi rasa hormat, peneliti memohon kesediaan dan kerjasama Anda untuk mengerjakan angket berikut sejujur-jujurnya. Angket ini bermanfaat bagi saya selaku peneliti sebagai bahan penulisan skripsi.

Terima kasih saya haturkan atas perhatian dan partisipasinya.

*Wassalamu'alaikum wr. wb.*

##### **Identitas**

Nama Lengkap dan Gelar Akademik	:	_____
NIP	:	_____
Jenis Kelamin	:	P / L*
Pekerjaan	:	_____
Instansi	:	_____
Ahli	:	bahasa Inggris / pengajaran bahasa Inggris / <i>layout</i> *

\*) *coret yang tidak perlu*

##### **Petunjuk pengisian**

Berikan penilaian seberapa baik atau tidak baiknya materi dengan membubuhkan tanda centang (✓) pada kolom yang sesuai. Perhatikan skala berikut sebagai panduan.

**sangat tidak baik 1—2—3—4 sangat baik**

Unit I						
<b>Judul:</b> <i>Pick A Story</i>						
<b>Materi:</b> <i>narrative</i>						
<b>Semester:</b> I						
<b>Standar Kompetensi:</b>						
6. Mengungkapkan makna dalam teks esei berbentuk <i>narrative</i> dalam konteks kehidupan sehari-hari						
<b>Kompetensi Standar:</b>						
6. 2. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i>						
No.		1	2	3	4	
<b>Penilaian Kelayakan Isi</b>						
1	Kesesuaian materi dengan SK/KD					
	Komentar:					
2	Kedalaman materi dalam mendukung siswa mencapai minimum KD					
	Komentar:					
3	Kekayaan materi dalam mendukung siswa mencapai semua KD					
	Komentar:					
4	Kemutakhiran materi dalam memancing rasa ingin tahu siswa saat belajar					
	Komentar:					
5	Kesesuaian materi dengan usia peserta didik					
	Komentar:					
<b>Penilaian Kelayakan Bahasa</b>						
6	Kesesuaian pemakaian bahasa Inggris sesuai kaidah					
	Komentar:					

Unit I						
<b>Judul:</b> <i>Pick A Story</i>						
<b>Materi:</b> <i>narrative</i>						
<b>Semester:</b> I						
<b>Standar Kompetensi:</b>						
6. Mengungkapkan makna dalam teks esei berbentuk <i>narrative</i> dalam konteks kehidupan sehari-hari						
<b>Kompetensi Standar:</b>						
6. 2. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i>						
No.		1	2	3	4	
7	Kesesuaian tingkat kesulitan kosa kata dengan jenjang pendidikan siswa					
	Komentar:					
8	Kesesuaian tingkat kesulitan kosa kata dengan jenjang usia siswa					
	Komentar:					
9	Kemudahan siswa dalam memahami instruksi					
	Komentar:					
<b>Penilaian Kelayakan Penyajian</b>						
10	Runtutan tingkat kesulitan per- <i>task</i>					
	Komentar:					
11	Kelayakan penyajian berdasarkan jenjang pendidikan siswa					
	Komentar:					
12	Kelayakan penyajian berdasarkan jenjang usia siswa					
	Komentar:					

Unit I						
<b>Judul:</b> <i>Pick A Story</i>						
<b>Materi:</b> <i>narrative</i>						
<b>Semester:</b> I						
<b>Standar Kompetensi:</b>						
6. Mengungkapkan makna dalam teks esei berbentuk <i>narrative</i> dalam konteks kehidupan sehari-hari						
<b>Kompetensi Standar:</b>						
6. 2. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i>						
No.		1	2	3	4	
13	Kelayakan penyajian mempertimbangkan kebermanaknaan/kebermanfaatan					
	Komentar:					
14	Kelayakan penyajian mempertimbangkan kode etik dan hak cipta					
	Komentar:					
Penilaian Kelayakan Grafika						
15	Kelayakan jenis dan ukuran font mempertimbangkan jenjang pendidikan dan usia siswa					
	Komentar:					
16	Kelayakan warna mempertimbangkan jenjang pendidikan dan usia siswa					
	Komentar:					

Unit II						
<b>Judul:</b> <i>Laugh Out Loud</i>						
<b>Materi:</b> <i>spoof</i>						
<b>Semester:</b> II						
<b>Standar Kompetensi:</b>						
12. Mengungkapkan makna dalam teks esei berbentuk <i>spoof</i> dalam konteks kehidupan sehari-hari						
<b>Kompetensi Standar:</b>						
12. 2. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>spoof</i>						
No.		1	2	3	4	
<b>Penilaian Kelayakan Isi</b>						
1	Kesesuaian materi dengan SK/KD					
	Komentar:					
2	Kedalaman materi dalam mendukung siswa mencapai minimum KD					
	Komentar:					
3	Kekayaan materi dalam mendukung siswa mencapai semua KD					
	Komentar:					
4	Kemutakhiran materi dalam memancing rasa ingin tahu siswa saat belajar					
	Komentar:					
5	Kesesuaian materi dengan usia peserta didik					
	Komentar:					
<b>Penilaian Kelayakan Bahasa</b>						
6	Kesesuaian pemakaian bahasa Inggris sesuai kaidah					
	Komentar:					

Unit II						
<b>Judul:</b> <i>Laugh Out Loud</i>						
<b>Materi:</b> <i>spoof</i>						
<b>Semester:</b> II						
<b>Standar Kompetensi:</b>						
12. Mengungkapkan makna dalam teks esei berbentuk <i>spoof</i> dalam konteks kehidupan sehari-hari						
<b>Kompetensi Standar:</b>						
12. 2. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>spoof</i>						
No.		1	2	3	4	
7	Kesesuaian tingkat kesulitan kosa kata dengan jenjang pendidikan siswa					
	Komentar:					
8	Kesesuaian tingkat kesulitan kosa kata dengan jenjang usia siswa					
	Komentar:					
9	Kemudahan siswa dalam memahami instruksi					
	Komentar:					
Penilaian Kelayakan Penyajian						
10	Runtutan tingkat kesulitan per- <i>task</i>					
	Komentar:					
11	Kelayakan penyajian berdasarkan jenjang pendidikan siswa					
	Komentar:					
12	Kelayakan penyajian berdasarkan jenjang usia siswa					
	Komentar:					

Unit II						
<b>Judul:</b> <i>Laugh Out Loud</i>						
<b>Materi:</b> <i>spoof</i>						
<b>Semester:</b> II						
<b>Standar Kompetensi:</b>						
12. Mengungkapkan makna dalam teks esei berbentuk <i>spoof</i> dalam konteks kehidupan sehari-hari						
<b>Kompetensi Standar:</b>						
12. 2. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>spoof</i>						
No.		1	2	3	4	
13	Kelayakan penyajian mempertimbangkan kebermanaknaan/kebermanfaatan					
	Komentar:					
14	Kelayakan penyajian mempertimbangkan kode etik dan hak cipta					
	Komentar:					
Penilaian Kelayakan Grafika						
15	Kelayakan jenis dan ukuran font mempertimbangkan jenjang pendidikan dan usia siswa					
	Komentar:					
16	Kelayakan warna mempertimbangkan jenjang pendidikan dan usia siswa					
	Komentar:					

Unit III						
<b>Judul:</b> <i>You Should Try</i>						
<b>Materi:</b> <i>hortatory exposition</i>						
<b>Semester:</b> II						
<b>Standar Kompetensi:</b>						
12. Mengungkapkan makna dalam teks esei berbentuk <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari						
<b>Kompetensi Standar:</b>						
12. 2. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>hortatory exposition</i>						
No.		1	2	3	4	
<b>Penilaian Kelayakan Isi</b>						
1	Kesesuaian materi dengan SK/KD					
	Komentar:					
2	Kedalaman materi dalam mendukung siswa mencapai minimum KD					
	Komentar:					
3	Kekayaan materi dalam mendukung siswa mencapai semua KD					
	Komentar:					
4	Kemutakhiran materi dalam memancing rasa ingin tahu siswa saat belajar					
	Komentar:					
5	Kesesuaian materi dengan usia peserta didik					
	Komentar:					
<b>Penilaian Kelayakan Bahasa</b>						
6	Kesesuaian pemakaian bahasa Inggris sesuai kaidah					
	Komentar:					



Unit III						
<b>Judul:</b> <i>You Should Try</i>						
<b>Materi:</b> <i>hortatory exposition</i>						
<b>Semester:</b> II						
<b>Standar Kompetensi:</b>						
12. Mengungkapkan makna dalam teks esei berbentuk <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari						
<b>Kompetensi Standar:</b>						
12. 2. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>hortatory exposition</i>						
No.		1	2	3	4	
7	Kesesuaian tingkat kesulitan kosa kata dengan jenjang pendidikan siswa					
	Komentar:					
8	Kesesuaian tingkat kesulitan kosa kata dengan jenjang usia siswa					
	Komentar:					
9	Kemudahan siswa dalam memahami instruksi					
	Komentar:					
Penilaian Kelayakan Penyajian						
10	Runtutan tingkat kesulitan per-task					
	Komentar:					
11	Kelayakan penyajian berdasarkan jenjang pendidikan siswa					
	Komentar:					
12	Kelayakan penyajian berdasarkan jenjang usia siswa					
	Komentar:					

Unit III						
<b>Judul:</b> <i>You Should Try</i> <b>Materi:</b> <i>hortatory exposition</i> <b>Semester:</b> II <b>Standar Kompetensi:</b> 12. Mengungkapkan makna dalam teks esei berbentuk <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari <b>Kompetensi Standar:</b> 12. 2. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>hortatory exposition</i>						
No.		1	2	3	4	
13	Kelayakan penyajian mempertimbangkan kebermanfaatan/kebermanfaatan					
	Komentar:					
14	Kelayakan penyajian mempertimbangkan kode etik dan hak cipta					
	Komentar:					
Penilaian Kelayakan Grafika						
15	Kelayakan jenis dan ukuran font mempertimbangkan jenjang pendidikan dan usia siswa					
	Komentar:					
16	Kelayakan warna mempertimbangkan jenjang pendidikan dan usia siswa					
	Komentar:					

### **Appendix C: Decoded Data Accumulation for the Needs Analysis**

<b>No.</b>	<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>F</b>	<b>DS</b>	<b>SDA</b>
1	I prefer the e-learning materials which do not give 'handbook' impression, that it gives a new feel.	16	24	4	0	0
2	I prefer the interesting, colourful designed e-learning materials.	20	16	8	0	0
3	I prefer the minimalistic layout of the e-learning materials design.	6	12	16	10	0
4	I prefer the materials which comply with the standards of competence and the basic competences.	26	18	0	0	0
5	I need to learn grammar more informatively than the one on my handbook.	20	24	0	0	0
6	I need vocabulary list referring to the texts in the designed e-learning materials.	17	23	2	2	0
7	I need the English and USA (as the native English speaking countries) culture knowledge, especially the written expressions in English as an additional knowledge.	21	15	8	0	0
8	I need the summaries of classroom materials in the designed e-learning materials.	8	26	10	0	0
9	I need the instances of authentic texts.	10	26	8	0	0
10	I hope that the designed e-learning materials provide the writing tasks in English as a way of my working out my talents (i.e. writing a story, a recount, etc.)	5	18	13	7	1
11	I need my peers to review my work.	6	27	11	0	0
12	I need my teachers to review my work.	7	36	1		
13	I prefer 15 to 20 tasks in the designed e-learning materials.	8	11	20	3	2
14	I prefer that each task is related to what I have learnt in the class.	17	21	6	0	0
15	Before writing, I need an instance of a reading text in at least 500 words.	4	13	19	8	0
16	I hope that the e-learning materials give me the chance to experience the Internet activities (i.e. browsing the learning sources, downloading the learning sources, making use of e-mails, discussing things with the help of Instant Messenger or discussion forum) and operating technological items (i.e. running Microsoft Word)	13	30	1	0	0
17	I want to participate in the discussion held on any Messengers or discussion forum.	4	25	13	1	0
18	While I am learning, I want to be able to leave my questions online, instead of saving the questions for later in the classroom.	10	22	12	0	0

## Appendix D: Decoded Data Accumulation for Expert Judgment

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### Unit 1

No.	Statements	Expert A	Expert B
1	The appropriateness of the designed materials to the standard of competence and the basic competence.	3	4
2	The appropriate depth of the designed materials to help the students achieve the minimum competence of the basic competence.	4	3
3	The appropriate richness in the designed materials to help the students achieve all basic competence.	3	3
4	The appropriate recency of the designed materials to get the students' curiosity while they are learning.	3	4
5	The appropriateness of the designed materials to the students' age.	3	2
6	The appropriateness of the English language use in the designed materials.	4	3
7	The appropriateness of the vocabulary level in the designed materials.	4	4
8	The appropriate level of difficulties to the vocabulary in the designed materials.	3	3
9	The appropriate level of difficulties to the language in the instructions used in the designed materials.	4	4
10	The appropriate order of the tasks in the designed materials regarding the level of difficulties of each task.	4	4
11	The appropriateness of the layout and design in the designed materials considering the students' level of education.	3	3
12	The appropriateness of the layout and design in the designed materials considering the students' age.	4	3
13	The appropriateness of the layout and design of the designed materials considering their means and functions.	4	3
14	The appropriateness of the copyrights attribution in the designed materials.	4	4
15	The appropriateness of the font sizes and types in the designed materials considering the students' education level and age.	4	3
16	The appropriateness of the colour design in the designed materials considering the students' education level and age.	4	4

## Unit 2

No.	Statements	Expert A	Expert B
1	The appropriateness of the designed materials to the standard of competence and the basic competence.	3	4
2	The appropriate depth of the designed materials to help the students achieve the minimum competence of the basic competence.	3	4
3	The appropriate richness in the designed materials to help the students achieve all basic competence.	4	4
4	The appropriate recency of the designed materials to get the students' curiosity while they are learning.	4	3
5	The appropriateness of the designed materials to the students' age.	4	4
6	The appropriateness of the English language use in the designed materials.	3	4
7	The appropriateness of the vocabulary level in the designed materials.	4	4
8	The appropriate level of difficulties to the vocabulary in the designed materials.	4	4
9	The appropriate level of difficulties to the language in the instructions used in the designed materials.	4	4
10	The appropriate order of the tasks in the designed materials regarding the level of difficulties of each task.	3	3
11	The appropriateness of the layout and design in the designed materials considering the students' level of education.	4	3
12	The appropriateness of the layout and design in the designed materials considering the students' age.	4	3
13	The appropriateness of the layout and design of the designed materials considering their means and functions.	3	4
14	The appropriateness of the copyrights attribution in the designed materials.	4	4
15	The appropriateness of the font sizes and types in the designed materials considering the students' education level and age.	4	3
16	The appropriateness of the colour design in the designed materials considering the students' education level and age.	4	4

### Unit 3

No.	Statements	Expert A	Expert B
1	The appropriateness of the designed materials to the standard of competence and the basic competence.	4	4
2	The appropriate depth of the designed materials to help the students achieve the minimum competence of the basic competence.	3	3
3	The appropriate richness in the designed materials to help the students achieve all basic competence.	3	4
4	The appropriate recency of the designed materials to get the students' curiosity while they are learning.	3	4
5	The appropriateness of the designed materials to the students' age.	4	3
6	The appropriateness of the English language use in the designed materials.	4	3
7	The appropriateness of the vocabulary level in the designed materials.	4	3
8	The appropriate level of difficulties to the vocabulary in the designed materials.	4	3
9	The appropriate level of difficulties to the language in the instructions used in the designed materials.	4	4
10	The appropriate order of the tasks in the designed materials regarding the level of difficulties of each task.	4	4
11	The appropriateness of the layout and design in the designed materials considering the students' level of education.	3	3
12	The appropriateness of the layout and design in the designed materials considering the students' age.	4	3
13	The appropriateness of the layout and design of the designed materials considering their means and functions.	3	3
14	The appropriateness of the copyrights attribution in the designed materials.	4	4
15	The appropriateness of the font sizes and types in the designed materials considering the students' education level and age.	4	3
16	The appropriateness of the colour design in the designed materials considering the students' education level and age.	4	3

## **Appendix E: Course Grid**

**COURSE GRID**  
**SMA NEGERI 6 YOGYAKARTA**

<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas</b>	: XI IPA/IPS
<b>Semester</b>	: II
<b>Standar Kompetensi</b>	: 1.2. Mengungkapkan makna dalam teks tulis fungsional pendek dan esai sederhana berbentuk <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari.
<b>Kompetensi Dasar</b>	: 1.3. Mengungkapkan makna dan langkah retorika dalam esai sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> .

Genre	Title	Learning Objectives	Learning Activities	Vocabulary	Grammar	Input
Narrative	Pick A Story	<ul style="list-style-type: none"> <li>Students are able to identify the generic structure of narrative texts.</li> <li>Students are able to recognize the language features of narrative texts.</li> <li>Students are able to express ideas using simple past tense appropriately</li> <li>Students are able</li> </ul>	<b>[BKOF]</b> <ul style="list-style-type: none"> <li>Looking at many illustrations of Indonesia's fairytales (e.g. Bawang Merah dan Bawang Putih, Timun Mas, Keong Mas, Kancil Nyolong Timun, Malin Kundang, Ande-Ande Lumut, etc.).</li> </ul>	passed (v) condition (n) offer (n) widow (n) blossomed (v) plentifully (adv) sliced (v) passed by (v) hermit (n) woods (n) starved (adj) enraged (adj)	<b>NARRATIVE TEXT</b> <b>Purpose:</b> To amuse/entertain the readers and to tell a story  <b>Generic Structure:</b> - orientation It introduces the main/lead characters and the setting of the story.	



Genre	Title	Learning Objectives	Learning Activities	Vocabulary	Grammar	Input
		to write narrative texts.	<p><b>[MOT]</b></p> <ul style="list-style-type: none"> <li>Watching a video on Youtube© about <i>Timun Mas</i> and identifying the parts of narrative texts and where they can find the texts.</li> <li>Studying the generic structure of narrative texts.</li> <li>Studying the vocabulary related to the text.</li> <li>Reading a narrative text, entitled “Timun Mas”.</li> <li>Answering questions to comprehend the text.</li> <li>Studying the</li> </ul>	<p>rushed (v)  instantly (adv)  thorny (adj)  scratched (v)  bled (v)  swamp (n)  mud (n)  roared (v)  immediately (adv)</p>	<p>- conflict  It is something unexpected that happens in the story.  - climax  It is the peak of the tension in the story.  - resolution  It is where the main/lead characters solve the problems in the story.  - coda (optional)  It is a closing paragraph that concludes the story.</p> <p><b>Dominant Language Features:</b>  - using Simple Past Tense  - using action verb  - being chronological</p>	<ul style="list-style-type: none"> <li>“Timun Mas” from <a href="http://ceritarakyatnusan-tara.com">ceritarakyatnusan-tara.com</a></li> </ul>

Genre	Title	Learning Objectives	Learning Activities	Vocabulary	Grammar	Input
			<p>grammar information</p> <ul style="list-style-type: none"> <li>Studying the simple past tense usage in narrative texts.</li> </ul> <p><b>[JCOT]</b></p> <ul style="list-style-type: none"> <li>Matching verb I to the correct verb II.</li> <li>Filling in the blanks with the correct verb II from the verb I given.</li> <li>Changing verb I into verb II in sentences.</li> <li>Changing verb I into verb II in possitive, negative or interrogative sentences.</li> <li>Arranging jumbled pictures into a good order.</li> <li>Writing sentences</li> </ul>		<p><b>Simple Past Tense:</b></p> <ul style="list-style-type: none"> <li>used for completed actions and events in the past</li> <li>regular and irregular verbs</li> </ul> <p>(+) S + V II          (-) S + did + not + V I          (?) Did + S + V I</p> <p><b>Time signal that identify Simple Past Tense:</b></p> <p>this morning          last night          last week          yesterday          two days ago          the other day</p> <p><b>Sequential conjunction:</b></p> <p>Long time ago, forever          and ever, ever after,          once upon a time.</p>	

Genre	Title	Learning Objectives	Learning Activities	Vocabulary	Grammar	Input
			<p>outlining the ideas of the events from the pictures.</p> <ul style="list-style-type: none"> <li>• Writing sentences into paragraphs to build a whole text.</li> </ul> <p><b>[ICOT]</b></p> <ul style="list-style-type: none"> <li>• Outlining a narrative text with the following optional titles: <i>Keong Mas, Bawang Putih and Bawang Merah, or Ande-Ande Lumut.</i></li> <li>• Drafting of a narrative text using their own words and uploading it to get feedback.</li> <li>• Editing their drafts according to the feedback they received.</li> <li>• Writing the final draft of their narrative text and</li> </ul>			

Genre	Title	Learning Objectives	Learning Activities	Vocabulary	Grammar	Input
			<p>uploading it to get it scored.</p> <p><b>Reflection:</b> Giving feedbacks for the materials.</p> <p><b>Additional Information:</b> Students are informed about English narrative text entitled "The Wizard of Lincoln"</p>			<ul style="list-style-type: none"> <li>• "The Wizard of Lincoln" Summary from: <a href="http://britania.com">britania.com</a></li> </ul>

**COURSE GRID**  
**SMA NEGERI 6 YOGYAKARTA**

<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas</b>	: XI IPA/IPS
<b>Semester</b>	: II
<b>Standar Kompetensi</b>	: 1.2. Mengungkapkan makna dalam teks tulis fungsional pendek dan esai sederhana berbentuk <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari.
<b>Kompetensi Dasar</b>	: 1.3. Mengungkapkan makna dan langkah retorika dalam esai sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>spoof</i> .

Genre	Title	Learning Objectives	Learning Activities	Vocabulary	Grammar	Input
Spoof	Laugh Out Loud	<ul style="list-style-type: none"> <li>Students are able to identify the generic structure of spoof texts.</li> <li>Students are able to identify the language features of spoof texts.</li> <li>Students are able to express ideas using relative pronoun appropriately</li> <li>Students are able</li> </ul>	<p><b>[BKOF]</b></p> <ul style="list-style-type: none"> <li>Looking at a comic strip, that narrows down ideas of spoof.</li> </ul> <p><b>[MOT]</b></p> <ul style="list-style-type: none"> <li>Watching a movie clip from Mr. Bean entitled The Exam which is found on Youtube©</li> <li>Answering the question to</li> </ul>	topped (v) trend (n) font (n) burgeoning (adj) co-worker (n) name (n, v) couple (n)	<p><b>SPOOF TEXT</b></p> <p><b>Purpose:</b> To tell an event with humorous twists and entertain the readers</p> <p><b>Generic Structure:</b>            - orientation            It introduces the lead characters in the story            - event            What happens in the</p>	

Genre	Title	Learning Objectives	Learning Activities	Vocabulary	Grammar	Input
		to write spoof texts.	<p>comprehend the video</p> <ul style="list-style-type: none"> <li>Identifying the generic structure of a spoof text</li> <li>Identifying the dominant language features of spoof texts.</li> <li>Studying the vocabulary related to the text</li> <li>Reading a spoof text, entitled "Growing Trend: Babies Are Named After Fonts"</li> <li>Studying grammar about Passive Voice</li> <li>Studying the relative pronoun.</li> </ul> <p><b>[JCOT]</b></p> <ul style="list-style-type: none"> <li>Matching the words in Verb I to V III</li> <li>Changing the verb I of the words to</li> </ul>		<p>story</p> <ul style="list-style-type: none"> <li>- twist</li> </ul> <p>The point where the story turns out funny</p> <p><b>Dominant Language Features:</b></p> <ul style="list-style-type: none"> <li>- using past tense</li> <li>- using action verb</li> <li>- using adverb</li> <li>- chronologically arranged</li> </ul> <p><b>Passive Voice Sentence Pattern:</b></p> <p>(+) S + to be (is/am/are) + V III (+ by + S   optional)</p> <p>(-) S + to be (is/am/are) + not + V III (+ by + S   optional)</p> <p>(?) to be (is/am/are) + S + V III (+ by + S   optional)</p>	<ul style="list-style-type: none"> <li>"Growing Trend: Babies Named After Fonts" from <a href="http://the_spoof.com">the spoof.com</a></li> </ul>

Genre	Title	Learning Objectives	Learning Activities	Vocabulary	Grammar	Input
			<p>verb III in sentences</p> <ul style="list-style-type: none"> <li>• Matching sentences to the correct relative pronouns</li> <li>• Combining two sentences, using the appropriate relative pronouns</li> <li>• Splitting sentences into two, regarding the relative pronouns</li> <li>• Arranging jumbled paragraphs into a good text.</li> </ul> <p><b>[ICOT]</b></p> <ul style="list-style-type: none"> <li>• Drafting of a spoof text from optional topics and uploading it to get feedback.</li> <li>• Editing their drafts according to the feedback they received.</li> </ul>		<p><b>Relative Pronoun:</b></p> <ul style="list-style-type: none"> <li>- Who: used for human in subject position</li> <li>- Whom: used for human in object position</li> <li>- Whose: used for possessive meaning</li> <li>- Which: used for things and animals in subject or object position</li> <li>- That: used for humans, animals, and things in subject or object position</li> </ul>	

Genre	Title	Learning Objectives	Learning Activities	Vocabulary	Grammar	Input
			<b>Reflection:</b> Giving feedbacks for the materials.  <b>Additional Information:</b> Students are informed about English spoof text entitled “The English Don’t Speak English Like What It Ought to be Spoke”			<ul style="list-style-type: none"> <li>• “The English Don’t Speak English Like What It Ought to be Spoke” Summary from: <a href="http://thespoof.com">thespoof.com</a></li> </ul>



**COURSE GRID**  
**SMA NEGERI 6 YOGYAKARTA**

<b>Mata Pelajaran</b>	: Bahasa Inggris
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<b>Standar Kompetensi</b>	: 1.2. Mengungkapkan makna dalam teks tulis fungsional pendek dan esai sederhana berbentuk <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari.
<b>Kompetensi Dasar</b>	: 1.3. Mengungkapkan makna dan langkah retorika dalam esai sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> .

Genre	Title	Learning Objectives	Learning Activities	Vocabulary	Grammar	Input
Hortatory Exposition	You Should Try	<ul style="list-style-type: none"> <li>Students are able to identify the generic structure of hortatory exposition texts.</li> <li>Students are able to identify the language features of hortatory exposition texts.</li> <li>Students are able to express ideas using modals (can/could,</li> </ul>	<p><b>[BKOF]</b></p> <ul style="list-style-type: none"> <li>Looking at a picture of a traffic accident event.</li> <li>Getting information about the event.</li> </ul> <p><b>[MOT]</b></p> <ul style="list-style-type: none"> <li>Watching the video entitled "The Effects of Smoking on Your Body" which is found on</li> </ul>	consequences (n) to smoke (v) smoker (n) cigarette (n) toxin (n) teen (n) hazard (n) experience (v) reduce (v) flown (n) prevent (v)	<p><b>Modals:</b></p> <ul style="list-style-type: none"> <li>- can/could: be able to</li> <li>- may/might: be allowed to</li> <li>- must/had to: have to, need to</li> <li>- will/would: be going to, be about to</li> <li>- shall/should: be supposed to, ought to</li> <li>- would: used to</li> <li>- had better</li> </ul>	

Genre	Title	Learning Objectives	Learning Activities	Vocabulary	Grammar	Input
		<p>may/might, must/had to, etc), adverb (certainly, surely etc) and temporal connectors (firstly, secondly, etc) appropriately</p> <ul style="list-style-type: none"> <li>Students are able to write hortatory exposition texts.</li> </ul>	<p>Youtube©.</p> <ul style="list-style-type: none"> <li>Getting the information about smoking effects from the video.</li> <li>Studying the generic structure of Hortatory Exposition texts and the dominant language features accompanying them.</li> <li>Listing the vocabulary.</li> <li>Reading a hortatory exposition text entitled “How Smoking Affects Your Health”.</li> <li>Identifying the generic structure of a hortatory exposition text (thesis, arguments, recommendations)</li> <li>Identifying the</li> </ul>	<p>appear (v) link (v) increase (v) linger (v) rapid (adj) look (n)</p>	<p><b>Sentence Pattern using Modals:</b></p> <ul style="list-style-type: none"> <li><i>Simple present</i> (+) S + Modal + V1 (-) S + Modal + not + V1 (?) Modal + S + V1</li> <li><i>Simple past</i> (+) S + Modal + have + V3/been (-) S + Modal + have + not + V3/been (?) Modal + S + Have + V3/been</li> </ul>	<ul style="list-style-type: none"> <li>“How Smoking Affects Your Health” from <a href="http://kidshealth.org">kidshealth.org</a></li> </ul>

Genre	Title	Learning Objectives	Learning Activities	Vocabulary	Grammar	Input
			<p>language features of hortatory exposition texts.</p> <ul style="list-style-type: none"> <li>• Studying modals.</li> </ul> <p><b>[JCOT]</b></p> <ul style="list-style-type: none"> <li>• Filling in the blanks of with correct modals.</li> <li>• Changing modals into their perisphratic forms.</li> <li>• Changing perisphratic forms into the modals</li> <li>• Writing suggestions which make use of modals.</li> <li>• Arranging jumbled paragraph into a good text.</li> <li>• Filling in the blanks with modals.</li> <li>• Stating brief opinion to some issues using modals and</li> </ul>			

Genre	Title	Learning Objectives	Learning Activities	Vocabulary	Grammar	Input
			<p>language feature of hortatory exposition texts.</p> <p><b>[ICOT]</b></p> <ul style="list-style-type: none"> <li>• Drafting a hortatory exposition text. Choosing one of the following titles: <i>Mobile Phones Should be Banned from School, School Needs More Dustbin, Let's Read More.</i></li> <li>• Drafting of a hortatory exposition text using their own words and uploading it to get feedback.</li> <li>• Editing their drafts according to the feedback they received.</li> <li>• Writing the final</li> </ul>			

Genre	Title	Learning Objectives	Learning Activities	Vocabulary	Grammar	Input
			<p>draft of their hortatory exposition text and uploading it to get it scored.</p> <p><b>Reflection:</b> Giving feedbacks for the materials.</p> <p><b>Additional Information:</b> Students are informed about English hortatory exposition text entitled “Harmful Effects of Smoking”</p>			<ul style="list-style-type: none"> <li>• “Harmful Effects of Smoking” adapted from: <a href="http://buzzle.com">buzzle.com</a></li> </ul>

## **Appendix F: Final Draft Materials**

**SMA NEGERI 6 YOGYAKARTA**

**e-LEARNING**

**ENGLISH (WRITING)**

**XI-B**

# **Pick A Story**

**e-WORKBOOK**



**Alpha Resha I. S.**



## **What's Inside?**

In this unit, you will learn narrative texts, especially how to identify the structure of narrative texts, dominant language features of narrative texts, and how to write narrative texts. At the end of the lesson, you are to write a narrative text from the topic of your option in your own words. You will make use of your browser and Microsoft Word to complete your tasks, and send it via e-mail to get it scored. You may leave questions on the e-mail. Then, you will reflect on what you have learned and how you feel when learning.



## Lead In

### Task 1

Study the following pictures and then answer the questions.



(source:seputarinfo-dunia.blogspot.com, saltedpistachio.deviantart.com, and ngomik.com)

1. Do you know what the pictures are about? What are they?  
| |
2. Have you ever heard stories entitled “Bawang Merah Bawang Putih”, “Ande-ande Lumut” and “Kancil Nyolong Timun”? Do you like them?  
| |
3. Did you read the stories? Or did your parents or grandparents tell you the stories?  
| |
4. Can you tell the class what the stories are about in your own words?  
| |

## Task 2

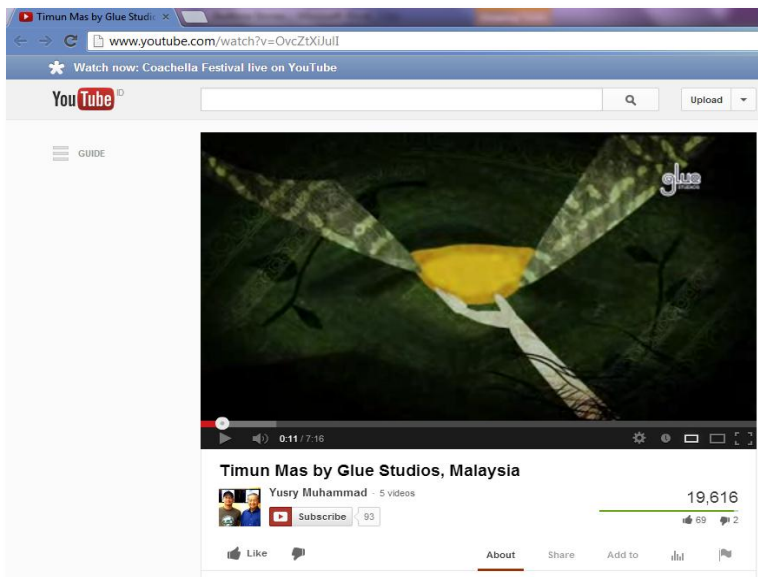
Use the following directions to find and watch a video entitled “Timun Mas” on Youtube©. Then, tell the class what you know about it. You may use the listed questions to help you.

### Directions:

1. Copy this: <http://www.youtube.com/watch?v=OvcZtXiJull>.
2. Open your web browser (e.g. Mozilla Firefox, Google Chrome, Safari, Opera, etc.).
3. Then, paste it on **URL section**. Click **“Go”** or **the arrow right** or simply press **“Enter”** on your keyboard.



4. Watch the video. If your Internet connection is slow, pause it and let the video buffer. When the buffering is enough, press **“Play”** button.



1. What is the title of the animation video?  
| |
2. Where does it originally come from?  
| |
3. Mention three important characters in the animation video.  
| |
4. How was the story going? Was it good? Was it bad?  
| |
5. Have you ever heard Timun Mas story? Who told you the story?  
| |

## Let's Study

### Task 3

Study the following information about narrative texts.

#### Narrative Text

##### Purpose:

To amuse/entertain the readers and to tell a story.

##### Generic Structure:

- Orientation → it introduces the main/lead characters and the setting of the story.
- Conflict → it is something unexpected that happens in the story.
- Climax → it is the peak of the tension in the story.
- Resolution → it is where the main/lead characters solve the problems in the story.
- Coda (optional) → it is a closing paragraph that concludes the story.

##### Dominant Language Features:

- Using Simple Past Tense
- Using action verbs
- Being chronological

### Task 4

Study the vocabulary.

Noun : *kata benda*

Verb : *kata kerja*

Adjective : *kata sifat*

Adverb : *kata keterangan*

English	Indonesian
passed away (verb)	meninggal
condition (noun)	kondisi, keadaan
offer (noun)	tawaran
widow (noun)	janda
sliced (verb)	mengiris, membelah
passed by (verb)	berlalu
starved (adjective)	kelaparan
enraged (adjective)	marah sekali
rushed (verb)	mengejar, memburu
instantly (adverb)	dengan seketika
thorny (adjective)	berduri
scratched (verb)	menggores
bled (verb)	berdarah
swamp (noun)	rawa-rawa
mud (noun)	lumpur
roared (verb)	meraung
immediately (adverb)	dengan segera

**Task 5**

**Read and study the example of narrative text below. Then, answer the questions.**

### Timun Mas

Once upon a time, lived an old woman named Mbok Sirni. She lived by herself because her husband had long passed away and she had no children. Every day, she prayed so God would give her a child. One night, when she was praying, a giant passed her house and heard her pray. "I can give you a child on one condition," the giant said to Mbok Sirni, "You must give the child back to me when it is six years old." Mbok Sirni was so happy; she did not think about the risk of losing the child later and agreed to take the giant's offer. The giant then gave her a bunch of cucumber seeds and then left. In the morning, Mbok Sirni planted the seeds. Not long after that, a big golden cucumber grew from plants. Carefully, Mbok Sirni sliced the cucumber. She was very surprised to see a beautiful baby girl inside the cucumber. She then named the baby Timun Mas.

ORIENTATION

Years passed by and Timun Mas had grown to be a lovely and beautiful little girl. Mbok Sirni loved her very much. However she kept thinking about the time when the giant would take Timun Mas away from her.

The giant came to see Mbok Sirni about her promise. "Mbok Sirni. Where is Timun Mas?" shouted the giant. "My daughter, take these bag with you. It can save you from the giant. Now, run through the back door," said Mbok Sirni. The giant saw Timun Mas running to the woods.

CONFLICTS

The giant was angry. Starved and enraged, he rushed toward Timun Mas. Mbok Sirni tried to stop him, but the giant was unstoppable. The giant was getting closer and closer, so Timun Mas opened the first bag she got from Mbok Sirni. Inside the bag were cucumber seeds. She threw the seeds, and instantly they grew into a large cucumber field. As the giant was getting close, Timun Mas took the second bag with needles inside and spilled the content behind her. The needles turned into bamboo trees, sharp and thorny. The giant tried to get himself out from the bamboo field. He made it and still chased Timun Mas. Timun Mas then reached the third bag and spilled the salt inside. The ground which the salt touched turned into a deep sea. The giant was almost drown and had to swim to cross the sea. After some time, he managed to get out from the water.

CLIMAX

Timun Mas saw the giant coming, so she reached for the last bag. She took the *terasi* and threw it. The *terasi* became a big swamp of boiling mud. The giant was trapped in the middle of the swamp. The mud slowly but surely drowned him. Helpless, he roared out, "Help. Heeeelp...." Then, the giant drown and died.

Timun Mas then immediately went home. Since then, Timun Mas and Mbok Sirni lived happily ever after.

RESOLUTION

CODA

■adapted from *ceritarakyatnusantara.com*

1. What is the text about?  
[ ]
2. What is the purpose of the text?  
[ ]
3. Who are the characters in the story?  
[ ]
4. Why did Mbok Sirni want a child?  
[ ]
5. How do you think Mbok Sirni felt when her wish was granted?  
[ ]
6. How did Timun Mas escape from the giant?  
[ ]
7. What happened after Timun Mas was free from the giant?  
[ ]

**Task 6****Study the grammar information.****Simple Past Tense**

Simple Past Tense is heavily needed when you write narrative texts. The simple past tense is used to talk about actions that happened in the past. This tense is signaled by the change of verbs, by adding *-ed* in the end of a **regular verbs**; but **irregular verb** needs to be learned. You will need to add time signal in order to state the time setting.

**Sentence Pattern using Simple Past Tense:**

- (+) Subject + Verb II + Object                      | *to provide correct information*  
 (–) Subject + did + not + Verb I + Object        | *to negate the information*  
 (?) Did + Subject + Verb I + Object                | *to ask a question*

**Examples:**

- (+) Mbok Sirni sliced the giant cumcumber into two.  
 (–) Mbok Sirni did not slice the giant cucumber into four.  
 (?) Did Mbok Sirni slice the giant cucumber into two?

- (+) The Giant wanted to eat Timun Mas.  
 (–) The Giant did not want to eat Mbok Sirni.  
 (?) Did the Giant want to eat Timun Mas?

**Time signals that identify Simple Past Tense:**

this morning	: pagi ini	yesterday	: kemarin
last night	: tadi malam	two days ago	: dua hari lalu
last week	: minggu lalu	the other day	: kemarin lusa

## Let's Practice

### Task 7

Match the following verbs I to the correct forms of verb II. Fill in the blanks with the correct answer. See number 1 as an example.

1. eat = [   ]
2. walk = [   ]
3. dream = [   ]
4. run = [   ]
5. think = [   ]

A.thought

B.ran

C.walked

D.ate

E.dreamt

**Task 8**

**Change the underlined verbs into the correct verbs using Simple Past Tense. Put the answer in the highlighted area. Number 1 has been done for you as an example.**

There is (1 = was) a kampong in Central Java wherein a widow lived. She was Mbok Sрни. She was childless and after the death of her husband, she live (2 = ) alone. The hope to have a child faded away with time. She only pray (3 = ) for a miracle, that someday she could be a mother. One night, she has (4 = ) a dream. A giant creature tell (5 = ) her to go to the jungle where she usually collected firewood. There she would find a package under a big tree. In the morning the widow wake (6 = ) up, not believing what she just dreamt.

■ adapted from: <http://ceritarakyatnusantara.com>



### Task 9

Use a different font and rewrite the following sentences in Simple Past Tense correctly. Number 1 has been done for you as an example.

1. Last night, Mbok Sirni dreams of a giant.

Last night, Mbok Sirni dreamt of a giant.

2. The giant tells Mbok Sirni to plant the cucumber seed in the ground.

[ ]

3. Mbok Sirni slices the giant golden cucumber carefully.

[ ]

4. Inside the cucumber, there is a beautiful baby girl.

[ ]

5. Mbok Sirni names the girl Timun Mas.

[ ]

6. Timun Mas runs quickly into the forest when the giant comes.

[ ]

### Task 10

Use a different font and write the positive (+), negative (–) or interrogative (?) form of each sentence below. See number 1 as an example.

1. (+) Mbok Sirni lived in a small village in Central Java.  
 (–) Mbok Sirni did not live in a city in Central Java.  
 (?) Did Mbok Sirni live in a small village in Central Java?
2. (+) Timun Mas was a kind and beautiful girl.  
 (–) |  
 (?) |?
3. (+) The giant chased Timun Mas into the wood.  
 (–) |  
 (?) |?
4. (+) |  
 (–) Timun Mas did not throw bamboo to the giant.  
 (?) Did Timun Mas throw cucumber seed to the giant?
5. (+) |  
 (–) |  
 (?) Did Timun Mas have three bags?
6. (+) The giant wanted to eat Timun Mas.  
 (–) |  
 (?) Did the giant wanted to eat Timun Mas?
7. (+) |  
 (–) Timun Mas did not go somewhere else after defeating the giant.  
 (?) |?

### Task 11

Number the following jumbled pictures into a good order. Then, outline the ideas regarding each picture.



A



B



C



D

1

### Task 12

Write a brief and good paragraph from the outline above, referring to Timun Mas story.

1. Once upon a time, Mbok Sirni lived in a small village in Central Java, Indonesia.

|

|

2. When Timun Mas grew older, the giant came back to eat her.

|

|

3. Timun Mas ran to the wood to save her life from the giant.

|

|

## Let's Write More

### Task 13

Choose one of the following titles. You may use the links to research the story. Then, write 150-word draft of the story in your own words.

1. Ande-ande Lumut (East Java)

**Resource site:** <http://ceritarakyatnusantara.com/en/folklore/74-Ande-Ande-Lumut>

2. Pan Kasim and the Snake (Bali)

**Resource site:** <http://ceritarakyatnusantara.com/en/folklore/85-Pan-Kasim-and-the-Snake>

3. Semesat and Semesit (South Sumatra)

**Resource site:** <http://ceritarakyatnusantara.com/en/folklore/60-Semesat-and-Semesit>

4. Nenek Luhu, the Kidnapping Ghoul (Maluku)

**Resource site:** <http://ceritarakyatnusantara.com/en/folklore/58-Nenek-Luhu-The-Kidnapping-Ghoul>

---

**Draft:**


**[Title]**

### Task 14


Check your e-mail. Download your previous work that has been sent back to you. Study the corrections and suggestions well. Then, write a 300-words-long draft regarding the corrections and suggestions in a new document.

Did You Know...?

- Where to find word counter in MS Word:



Or:



### Homework

Find a narrative story from the Internet. You may look for stories from Indonesia or another country. Identify the generic structure of the text. Then, write a brief summary about the story (at least 300 words). Don't forget to put the source under your work and write the reference. Save your work in .doc/.docx document. Then, send it via e-mail to a friend whose student number is next to yours to get feedback. You may edit your story according to your friends' suggestion. Afterwards, send your final draft of your story along with your friend's feedback via e-mail to [alvaseptiantya@gmail.com](mailto:alvaseptiantya@gmail.com) with subject [NAR/HW].

# Have You Heard?

## English Folklore The Wizard of Lincoln

A farmer of Lincolnshire, having suffered a great robbery, looked in vain for the culprits. In despair, he sought the aid of the Wizard of Lincoln, who flew to the farm in the form of a blackbird. In this guise he was perched in one of the farmer's rooms when a servant passed through. "That is one of the thieves," said the blackbird - "And there is the other," indicating the shadow of another servant on the wall. His work accomplished, the bird flew away. The two men were arrested, proved guilty of the crime, and the stolen money returned.

■ adapted from *britannia.com*

## Reflection

**What did you learn?**

**What do you think of the lesson above?**

**Did you like the lesson?**

**Were the instructions clear?**

**Did you have any difficulties?**

**If you have any questions/suggestions, feel free to contact us via e-mail to [english\\_sma6yk@gmail.com](mailto:english_sma6yk@gmail.com).**

## DISCLAIMERS

**Cover Design:**

All pictures are taken from several sources that can be found on Google. Those pictures are respectively of their owners.

**Youtube Video:**

The video in this e-workbook is created by Glued Studio, Malaysia.

The rest has the source information attached.





**SMA N 6 YOGYAKARTA**

**e-LEARNING**

**ENGLISH (WRITING)**

**XI-B**

# **LAUGH OUT LOUD**

**e-WORKBOOK**



**Alpha Resha I. S.**

## **What's Inside?**

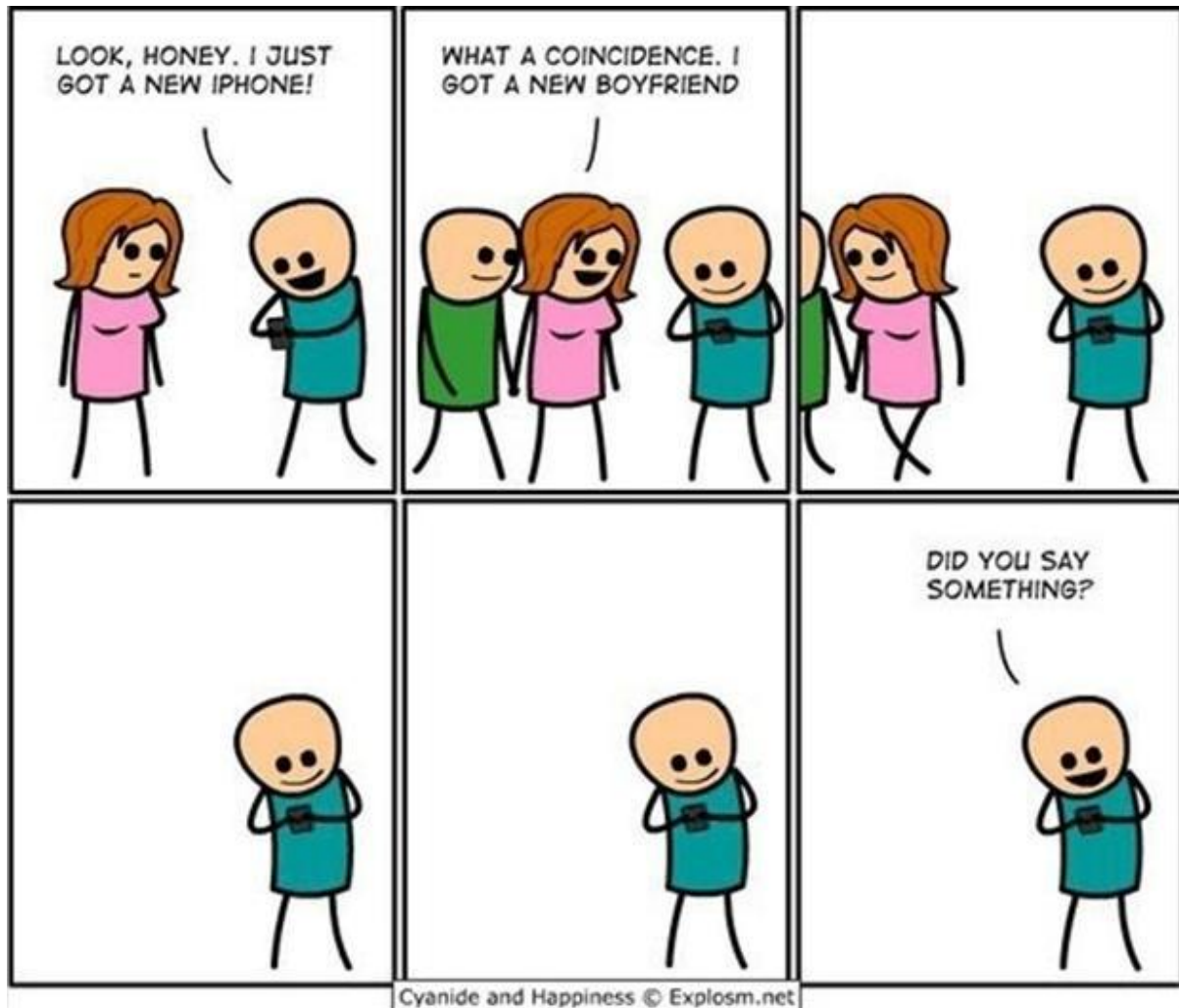
In this unit, you will learn spoof texts, especially how to identify the structure of spoof texts, dominant language features of spoof texts, and how to write spoof texts. At the end of the lesson, you are to write a spoof text from the topic of your option in your own words. You will make use of your browser and Microsoft Word to complete your tasks, and then send it via e-mail to get it scored. You may leave questions on the e-mail. Then, you will reflect on what you have learned and how you feel when learning.

## Lead In

### Task 1

Read the comic strips and then answer the questions.

#### I Got A New iPhone



Picture 2.1 Spoof Comic Strip (source: *dumpaday.com*)

1. What is the title of the comic strip above? | |
2. What do you think of the story? Do you like it? | |
3. What is the reaction after you finished reading the comic strip?  
| |
4. Can you find more comic strips around you? So, where do you usually find them?  
| |

## Task 2

Open your web browser. Watch the video on Youtube©. Then, answer the questions.

### Directions:

1. Copy this: <http://www.youtube.com/watch?v=9LhLjpsstPY>.
2. Go to your browser. Then, paste it on **URL section**. Click **“Go”** or the **arrow right** or simply press **“Enter”** on your keyboard.



3. Watch the video. If your Internet connection is slow, pause it and let the video buffer. When the buffering is enough, press **“Play”** button.



1. What is the video about?  
| |
2. Mention four important characters from the video.  
| |
3. From the video, what happened in the story?  
| |
4. What do you think of Mr Bean's cheating?  
| |
5. Mention one of the funniest moments from the video that makes you laugh.  
| |

## Let's Study

### Task 3

Study the information about spoof texts below.

#### Spoof Text

Spoof texts contain twist and humour. **The purpose of the texts** is to tell an event with humorous twists and entertain the readers.

##### Generic Structure:

- Orientation → It introduces the lead characters in the story.
- Event → What happens in the story.
- Twist → The point where the story turns out funny.

##### Dominant Language Features:

- Using past tense
- Using action verb
- Using adverb
- Chronologically arranged

### Task 4

Study the vocabulary.

Noun (n) : *kata benda*

Verb (v) : *kata kerja*

Adjective (adj) : *kata sifat*

Adverb(adv) : *kata keterangan*

English	Indonesian
topped (v)	menduduki peringkat pertama
trend (n)	tren
font (n)	jenis huruf
burgeoning (adj)	yang sedang berkembang
co-worker (n)	rekan kerja
name (n, v)	nama, menamai
couple (n)	pasangan



## Task 5

Read and study the text. Then, answer the questions.

### GROWING TREND: BABIES NAMED AFTER FONTS

Jacob and Isabella have for years topped the list of the most popular baby names, but the latest trend has parents naming their newborn after fonts.

Orientation

"We have a boy and a girl, Trebuchet and Verdana, who are both named after fonts," said 32 year old mother Squimmie Hutznut.

It's a burgeoning trend, said Family Studies Professor Magenta O'Lougie.

"It's becoming very popular," she said. "My co-worker Francine Smyrner named her son Calisto Garamond Smyrner."

Event

"I know of one family who named their little girl Arial and also an African-American couple who named their daughter Arial Black," she added.

"Fortunately, I haven't heard of anyone naming their kid Wingding yet."

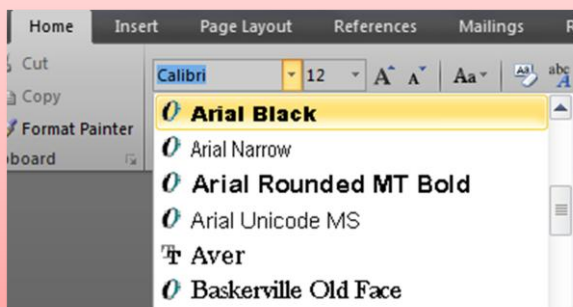
Twist

■ taken from: *thespoof.com*

1. What is the text about? | |
2. What are the most popular baby names according to the text? | |
3. What is the growing trend about baby names?  
| |
4. Mention at least five baby names from the text that are after fonts.  
| |
5. Is there any baby named after Winding font?  
| |

#### Did you know...?

You can find font family on Microsoft Word. Look at the snapshot below:



The formal font to type reports, books, school assignment is either Times New Roman 12 pt or Arial 10 pt.

## Task 6

Study the grammar information.

### Passive Voice

Passive voice is often used to avoid speaking in oneself's point of view. You may find many spoof texts here that are written in passive voice. Passive voice is signaled by V III or Past Principle.

#### Sentence Pattern using Passive Voice:

- (+) S + to be (is/am/are) + V III (+ by + S | *optional*)
- (-) S + to be (is/am/are) + not + V III (+ by + S | *optional*)
- (?) to be (is/am/are) + S + V III (+ by + S | *optional*)

Remember, you have regular and irregular verbs. See the table of irregular verbs that you can find by "ctrl+click"-ing the following link:

<http://www.englishpage.com/irregularverbs/irregularverbs.html>

#### Examples:

1. (+) Arial Black is named after font by her parents.  
(-) Arial Black is not named after flower by her parents.  
(?) Is Arial Black named after font by her parents?

Passive Voice is actually the reversed version of the original sentences (the Active Voice). See the examples:

1. PV: Arial Black is named after font by her parents.  
AV: Her parents name her Arial Black after font.

### Task 7

Match the following verbs I with the correct forms of verb III. Number 1 has been done for you as an example.

1. name = D

2. become = ||

3. know = ||

4. hear = ||

5. say = ||

A. become

B. known

C. said

D. named

E. said



## Task 8

Spot the mistakes reffering to Passive Voice grammar information. Number 1 has been done for you as an example.

1. Jacob and Isabella are *name* after fonts.  
Jacob and Isabella are named after fonts.
2. Trebuchet and Verdana are *name* after fonts as well.  
[ ]
3. Arial Black is *know* as font for centuries, but now it is a baby name.  
[ ]
4. Fortunately, Wingding is not *use* yet.  
[ ]
5. Cordia and David are both *take* from font too.  
[ ]

## Task 9

Study the grammar information.

### Relative Pronoun

Relative pronoun is often used by story authors to explain a certain thing in the sentence, making it longer in exchange. Effective relative pronoun may add more aesthetic value to the story.

Relative Pronoun	Use	Example
Who	used for humans in the subject position.	The African couple <u>who named their child Arial Black</u> is now famous.
Whom	used for humans in the object position.	Jacob <u>whom his parents named after font</u> is 10 years old today.
Whose	used for things and animals in the subject or object positions.	Isabella <u>whose hair is blond</u> is also named after font.
Which	used for things and animals in subject or object position.	The baby names <u>which are after fonts</u> are now trending.
That	used for humans, animals, and things, in the subject or object positions.	Calibri <u>that is the default font in MS Word</u> is now a name of my niece.

Relative pronoun also combines two sentences into one. See the examples:

1. The African couple is now famous.  
The African couple named their child Arial Black.  
» The African couple who named their child Arial Black is now famous.
2. Jacob is 10 years old today.  
His parents named Jacob after font.  
» Jacob whom his parents named after font is 10 years old today.
3. Isabella is also named after font.  
Isabella's hair is blond.  
» Isabella whose hair is blond is also named after font.
4. The baby names are now trending.  
The baby names are after fonts.  
» The baby names which are after fonts are now trending.

### Task 10

Match each sentence with the correct relative pronoun (who, whom, which, that or whose). Number 1 has been done for you as an example.

1. Our child	name is Britannic is named after font.	<i>F</i>	<b>A. which</b>
2. Trebuchet	you talked to yesterday is a bright boy.		<b>B. which</b>
3. The blond girl	is named Verdana is his sister.		<b>C. whom</b>
4. The African lady named his child Arial	is after font.		<b>D. who</b>
5. The trending baby names	after fonts is hillarious.		<b>E. that</b>
6. Luckily, no one heard Wingding	is also font.		<b>F. whose</b>

## Task 11

Combine the two sentences into one with relative pronoun (who, whose, whom, which or that). Number 1 has been done for you as an example.

1. Many parents named their children after fonts.  
Fonts are quite fun.  
» Many parents named their children after fonts **which** are quite fun.
2. Jacob and Isabella topped the list of popular baby names.  
Popular baby names are after fonts.  
» | |
3. My son's name is Trebuchet.  
My son is now 12 years old.  
» | |
4. My daughter is also named after font.  
My daughter is now 14 years old.  
» | |
5. Arial Black lives in southern America.  
The African-American couple named Arial Black after font.  
» | |

## Task 12

Split these sentences into two regarding their relative pronouns. Number 1 has been done for you as an example.

1. My grandmother who lives in France is named after font as well.  
»   
»
2. The twin cousins whose names are Lucida and Latha has loving parents.  
»   
»
3. No one knows why baby names which are after fonts become popular.  
»   
»
4. The father whom Candara loves so much admits that he fancies the font.  
»   
»
5. The mother whose child name is Isabella will never run out ideas of naming her babies.  
»   
»

## Let's Write More

### Task 13

Arrange the jumbled paragraphs into a good text, referring to the spoof text in Task 5. Put the number in the correct column. Number 1 has been done for you as an example.

<b>A</b>	It becomes very popular that there is a 32-year old mother, Squimmie Hutznut has a boy and a girl, Trebuchet and Verdana. Both are named after fonts.	<input type="checkbox"/>
<b>B</b>	There is a family who named their little girl Arial. And there is an African-American couple who named their daughter Arial Black.	<input type="checkbox"/>
<b>C</b>	Jacob and Isabella have topped the list of the most popular baby names. However, the latest trend has parents naming their newborn after fonts.	1
<b>D</b>	Squimmie Hutznut's co-worker named her son Calisto Garamond Smymer. The two first name are different fonts.	<input type="checkbox"/>

## Task 14

Choose one of the following topics. Decide what kind of spoof story you will write. You may use the snippets below as inspiration. Write a 150-words-long draft in your own words.

1. **Topic** : A Student's Affection Toward the Teacher Went Accidentally Wrong  
**Title** : Little Girl Prays for Teacher

"The girl placed her hands on my injured leg and said a prayer which went something like this; '*Dear Lord, please make Miss Calculus' broken leg better so that she can come back to school and help us with our lessons. Amen*'. To my surprise, I felt the plaster cast fall off immediately and that terribly hurt," said the teacher.

■ adapted from thespoof.com

2. **Topic** : The Effect of Social Network Sites on Young Generation  
**Title** : Youngsters Are Mentally Ill from Facebook Addiction

At first they might ironically post "I am updating my Facebook status" which may seem harmless enough, but this is a dangerous step towards terminal insanity. In the old days, some people who shout loudly in public about how they were feeling, and describe every activity they took part in were called 'lunatics'. But the Internet provides an outlet for these attention-seekers, allowing them the chance to comment on everything and anything they think of, regardless of whether anyone is paying attention or not.

■ adapted from thespoof.com

**Draft:**

**[Title]**

|

|



## Task 15

Check your e-mail. Download your previous work that has been sent back to you. Study the corrections and suggestions. Then, write a 300-words-long draft regarding the corrections and suggestions in a new document.

## Homework

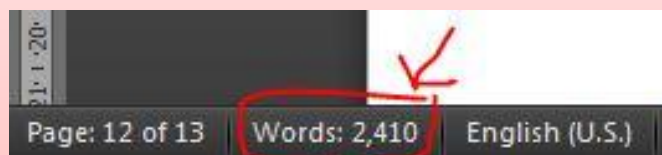
Watch one of these videos that most interests you. Then, make one 300-words-long spoof story referring to the video you have watched. Type it in a new document, in your own words. Save it in .doc/.docx extension. Then, send it via e-mail to one of your friends to get feedbacks (one story for one person). You may edit your story according to your friends' suggestion. Afterwards, send your final draft of your story along with your friend's feedback via e-mail to [alvaseptiantya@gmail.com](mailto:alvaseptiantya@gmail.com).

CTRL+left click to open on your default browser.

1. <http://www.youtube.com/watch?v=IWwCj-GPeI0&list=SP7A7C47763944A32C>
2. <http://www.youtube.com/watch?v=3bEk6NIU464&list=SP7A7C47763944A32C>
3. <http://www.youtube.com/watch?v=EoYAic35n0Y&list=SP7A7C47763944A32C>
4. <http://www.youtube.com/watch?v=ZFAF8PXsA2g&list=SP7A7C47763944A32C>

### Did You Know...?

Where to find word counter in MS Word:



Or:



## Have You Heard?

### **The English Don't Speak English Like What It Ought to be Spoke**

The English today confounded the world by admitting that the English what they talk doesn't quite Thomas O'Malley wiv the English like wot the rest of the world speaks coz it's not proper. And that. Innit.

The debate was sparked by an internet blog by English person, Nobby Stokes, who done went and done what he wasn't supposed to have done and went wot he did because nobody could Krugerrand wot the effin ell e was spoutin' on abaht.

Innit. An ting.

Stokes, who woke up proper cream crackered from a night on the Mozart dahn the old battle cruiser, revealed that he got in a proper two and eight, got right trollied, and lost his trolleys somewhere in-between. Stokes admitted that he'd had a tickle from a tom, but that he wasn't really tempted because the trouble and strife would have Dahmered him if he'd arrived home mullered.

He went on to say that he successfully arrived home, conquered the apples and pears in his best whistle, wivvaht doin' a big tom tit in his strides and would 'ave made it to 'is bed 'ad it not been for the trouble and strife givin' 'im 'eadache of the arse hole and bootin' him up the Khyber, at which point he retreated to the khazi and had a really horrible tom tit.

He did admit that he needed to give peace a Jack Palance, but that he didn't give a Donald whether people gave a Yogi or not.

More as we get back to the slick plucker.

---

■ adapted from: *thespoof.com*

## Reflection

**What did you learn?**

**What do you think of the lesson above?**

**Did you like the lesson?**

**Were the instructions clear?**

**Did you have any difficulties?**

**If you have questions/suggestions, please send them via e-mail to [english\\_sma6yk@gmail.com](mailto:english_sma6yk@gmail.com).**

## DISCLAIMERS

### **Cover Design:**

All pictures are taken from several sources that can be found on Google. Those pictures are respectively of their owners.

### **Youtube Video:**

The videos in this e-workbook is taken from Youtube, respectfully without claiming credits.

The rest has the source information attached.

A collage of various people shrugging their shoulders, expressing confusion or uncertainty. The images are layered and semi-transparent, creating a busy background. The colors of the clothing range from dark to light, with some images having color filters (like red or blue) applied to them.

**SMA N 6 YOGYAKARTA**

**e-LEARNING**

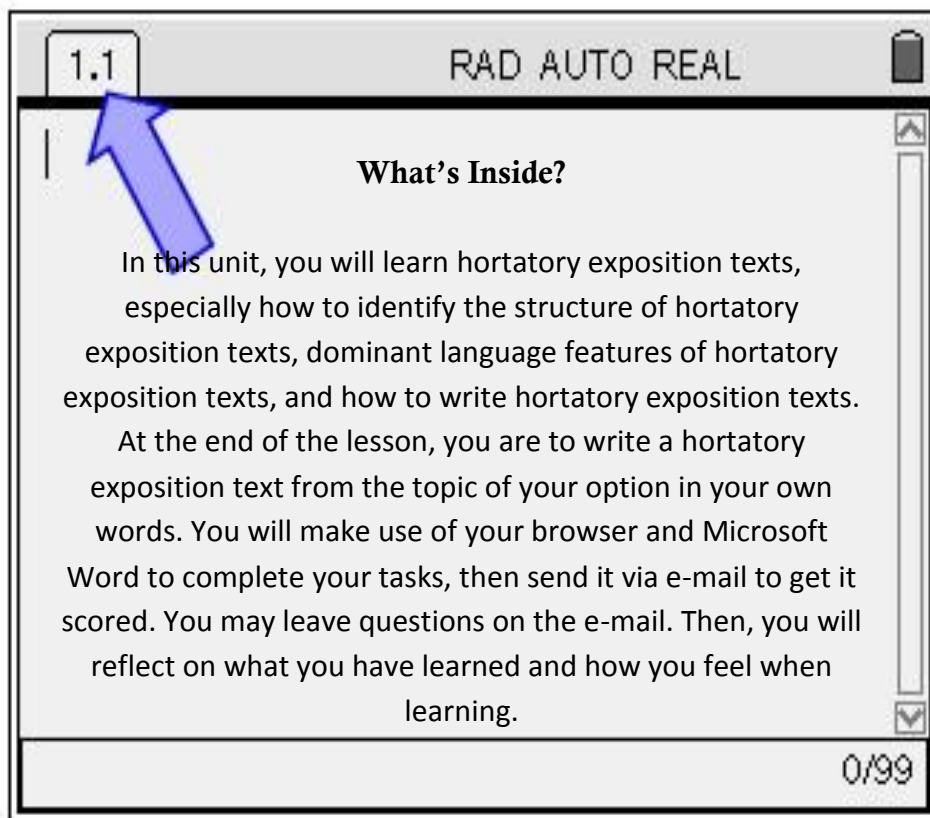
**ENGLISH (WRITING)**

**XI-B**

# You Should Try

**e-WORKBOOK**

**Alpha Resha I. S.**



## Lead In

### Task 1

See the picture and then answer the questions.



**Picture 3.1** Car accidents. Source: *borneobulletin.com*

1. What do you think happened according to the picture?  
[ ]
2. How and why has it happened?  
[ ]
3. What is your opinion regarding this car accident?  
[ ]
4. What can you suggest to the drunken driver?  
[ ]
5. Have you ever seen traffic accidents? How and why did it happen?  
[ ]



## Task 2

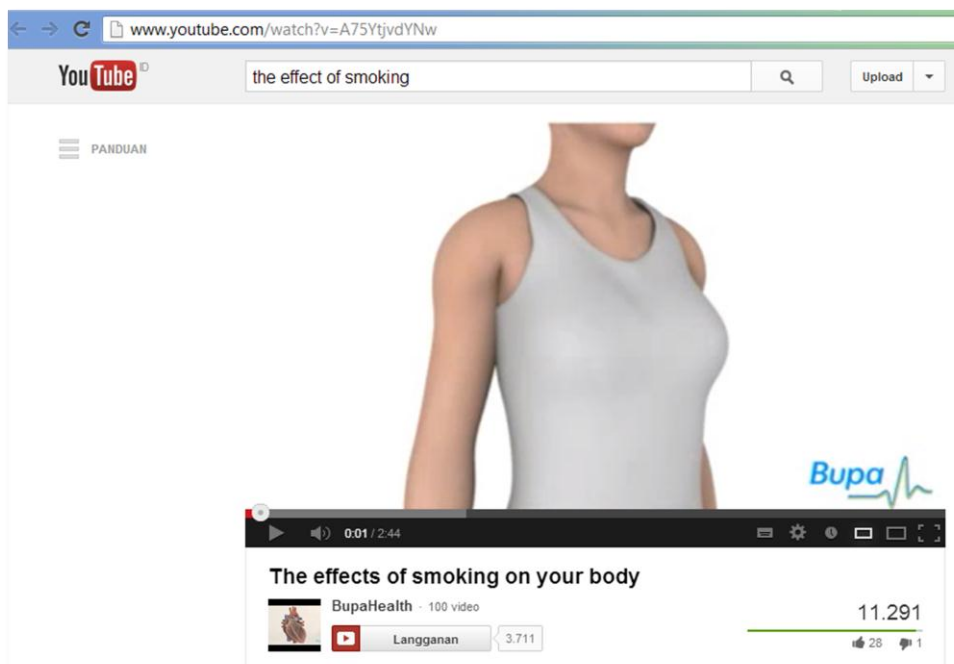
Open your web browser. Watch the video on Youtube©. Then, answer the questions.

### Directions:

1. Copy this: <http://www.youtube.com/watch?v=A75YtjvdYNw>.
2. Go to your browser. Then, paste it on **URL section**. Click **“Go”** or the **arrow right** or simply press **“Enter”** on your keyboard.



3. Watch the video. If your Internet connection is slow, pause it and let the video buffer. When the buffering is enough, press **“Play”** button.



1. What is the video about?  
[.]
2. What happens when you smoke?  
[.]
3. After watching this video, what is your opinion about smoking?  
[.]
4. What are your suggestions for the smokers in the world?  
[.]



## Let's Study

### Task 3

Study the information about hortatory exposition texts.

#### Hortatory Exposition

Hortatory exposition is a text which represents the attempt of the writer to have the readers do something or act in a certain way.

#### Generic structure of hortatory exposition texts:

- Thesis
- Arguments
- Recommendation

#### Dominant language features of hortatory exposition texts:

- Using the writer's point of view
- Using abstract nouns | *e.g. policy, advantage, beauty, etc.*
- Using action verbs | *e.g. talk, state, cough, say, etc.*
- Using thinking verbs | *e.g. believe, consider, decide, etc.*
- Using modal adverbs | *e.g. can, may, must, will, shall, etc.*
- Using temporal connectives | *e.g. firstly, secondly, then, etc.*

### Task 4

Study the vocabulary.

Noun (n) : kata benda

Verb (v) : kata kerja

Adjective (adj) : kata sifat

Adverb(adv) : kata keterangan

English	Bahasa Indonesia	English	Bahasa Indonesia
consequences (n)	konsekuensi	prevent (v)	mencegah
to smoke (v)	merokok	appear (v)	terlihat
smoker (n)	perokok	link (v)	menghubungkan
cigarette (n)	rokok	increase (v)	meningkatkan
toxin (n)	racun	linger (v)	bersisa
teen (n)	remaja	rapid (adj)	cepat
hazard (n)	bahaya	look (n)	penampilan
experience (v)	mengalami		
reduce (v)	mengurangi		
flow (n)	aliran		

## Task 5

Read and study the text below. Then, answer the questions.

### How Smoking Affects Your Health

There are no physical reasons to start smoking. The consequences of smoking may seem very far off, but long-term health problems aren't the only hazard of smoking. Nicotine and the other toxins in cigarettes, cigars, and pipes can affect a person's body quickly, which means that teen smokers experience many of these problems: bad skin, bad-smelling clothes and hair, and reduced athletic performance.

THESIS

Because smoking can slow the flow of blood vessels, it can prevent oxygen and nutrients from getting to the skin — which is why smokers often appear pale and unhealthy. Studies have also linked smoking to an increased risk of getting a type of skin rash called psoriasis.

The smell of stale smoke tends to linger — not just on people's clothing, but on their hair, furniture, and cars. And it's often hard to get the smell of smoke out.

People who smoke usually can't compete with nonsmoking peers because the physical effects of smoking (like rapid heartbeat, decreased circulation, and shortness of breath) impair sports performance.

ARGUMENTATION

Staying smoke free will give you a whole lot more of everything—more energy, better performance, better looks, more money in your pocket, and in the long run, more life to live!

RECOMMENDATION

■ adapted from: *kidshealth.org*

1. What is the title of the text?  
[ ]
2. What is the text about?  
[ ]
3. What is the purpose of the text?  
[ ]
4. Mention at least three bad effects of smoking.  
[ ]
5. What does the writer recommend you about smoking?  
[ ]

## Task 6

Study the grammar information.

### Modals

When you write a hortatory exposition text, modals are frequently used. You probably have learned modals before today. Now, here are more information about modals.

Pure Modal		Quasi/Periphrastic	Meaning
Simple Present	Simple Past		
can	could	be able to	dapat, bisa
may	might	be allowed to	boleh, mungkin
must	had to	have to, need to	harus
will	would	be going to, be about to	akan
shall	should	be supposed to, ought to	sebaiknya
shall	would	used to	biasanya, pernah
-	had better		sebaiknya

#### Sentence Pattern using Modals:

- **Simple present**
  - (+) S + Modal + V1
  - (-) S + Modal + not + V1
  - (?) Modal + S + V1
- **Simple past**
  - (+) S + Modal + have + V3/been
  - (-) S + Modal + have + not + V3/been
  - (?) Modal + S + Have + V3/been

#### Examples:

- **Simple present**
  - (+) Smokers or not; smoking can harm the bodies.
  - (-) Smokers or not; smoking cannot make the bodies look fantastic.
  - (?) Smokers or not; can smoking harm the bodies?
- **Simple past**
  - (+) You could have aged 19 years in an instant.
  - (-) You could have not stayed healthy.
  - (?) Could you have aged 19 years in an instant?

### Task 7

Fill in the blanks with suitable Modals. Number 1 has been done for you as an example.

must      ~~can~~      may      had better      can

According to the Centers for Disease Control and Prevention (CDC), smoking is the leading preventable cause of death. Exposing your child to secondhand smoke (1) can lead to life impacts that include increased health expenses and lost school time.

Secondhand smoke (2) || raise the frequency of attacks to children who have asthma. In addition, secondhand smoke exposure increases the sudden infant death syndrome and slows normal lung growth.

You (3) || not expose your child to secondhand smoke. Even at low levels, it (4) || produce clear health dangers.

You (5) || completely eliminate smoking from children's daily environment, including your home.

■ adapted from: *livestrong.com*

### Task 8

Change the bold-typed Modals into the correct Periphrastic forms. Number 1 has been done for you as an example.

1. Smoking **will** make you older than your real age.  
Smoking is going to make you older than your real age.
2. You **can** stop smoking now.  
[ ]
3. You **may** not smoke in public.  
[ ]
4. You **shall** lower your consumption of cigarettes until you finally stop smoking.  
[ ]
5. Parents **must** help their daughters and sons to avoid smoking.  
[ ]
6. Smoking **will** corrupt your health, so stop now before it takes away your future.  
[ ]

### Task 9

Change the bold-typed Periphratic form into the correct Modals. Number 1 has been done for you as an example.

1. Students **are not allowed to** smoke in the school's environment.  
Students may not smoke in the school's environment.
2. The parents **are supposed to** help the teenagers avoid smoking.  
[ ]
3. Before the cigarette damages your body more, you **have to** stop smoking.  
[ ]
4. Smoking **is able to** harm your heart and lungs.  
[ ]
5. Smoking a stick of cigarettes **is about to** age yourself 19 years older than your real age.  
[ ]
6. People under 17 years old **are not allowed to** buy cigarretes in Indonesia.  
[ ]

### Task 10

Read the issues. Then write your suggestion using the Modals. Number 1 has been done for you as an example.

1. Hanif is 16 years old. But he looks older than his big brother because Hanif smokes.  
What should Hanif do to stay young?

**Should** → Hanif should stop smoking as it causes people to age older than their real age.

2. Ali is an athlete. He started smoking at 17 years old and now he feels easily tired during practice. What must he do to gain more endurance?

**Must** → [ ]

3. Ian is diagnosed to have lung cancer. He wants to stop smoking, but he is not ready.  
What had his parents better do?

**Had better** → [ ]

4. Vina is waiting for a bus in a halte. Suddenly, a man came in then lit his cigarette. The smoke quickly filled the entire waiting area, despite the sign saying "NO SMOKING".  
What shall Vina do?

**Shall** → [ ]

## Let's Write More

### Task 11

Arrange the jumbled paragraphs into a good text. Put the number in the correct column. Number 1 has been done for you as an example.

1	C	<b>A.</b> Smoke in the air--even outdoors--can trigger asthma attacks and bronchial infections, among other reactions. According to a BBC News report published in 2002, in one year more than 1,000 people in London died from heart disease spurred on by exposure to secondhand smoke.
2	[ ]	<b>B.</b> Preventing smoking in public places reduces the visibility of smoking to children, making it less likely they will start smoking at a young age.
3	[ ]	<b>C.</b> Many local governments have banned smoking from happening in public. Secondhand smoke can be a dangerous, and sometimes deadly, toxin that our lungs are exposed to on a regular basis.
4	[ ]	<b>D.</b> Besides, discarded cigarettes continue to burn on the ground. It may cause a fire hazard. Ironically, many discarded cigarettes are found in public beaches, parks, and sidewalks.

■ adapted from: *livestrong.com*



### Task 12

Choose one of the following topics. Write a 150-words-long draft in your own words. Type your draft using Arial 10 pt and keep it underlined.

1. Mobile Phones Should be Banned from School

*Tips: you may check the negative effects of mobile phones, how teenagers use the mobile phones, and the positive effects if mobile phones are banned from school.*

2. School Needs More Dustbin

*Tips: you may relate this topic to “Green Peace” or global warming. Check the negative effects of the school environment with the current amount of dustbin, why we need more, and the positive effect of having more dustbin.*

3. Let’s Read More

*Tips: you may check the current level of reading habit on teenagers, the negative effects of not maintaining the reading habit, and the positive effects if they maintain it.*

**Draft:**

[Title]

|

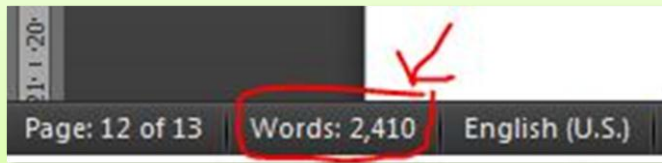
|

### Task 13

Check your e-mail. Download your previous work that has been sent back to you. Study the corrections and suggestions. Then, write your final draft by considering the corrections and suggestions in a new document. Write at least 300 words.

#### Did You Know...?

Where to find word counter in MS Word:



### Homework

Choose one of the pictures that most interest you. Then, make one 300-words-long hortatory exposition in your own words. Type it in a new document. Save it in .doc/.docx extention. Then, send it via e-mail to one of your friends to get feedbacks (one story for one person). You may edit your draft according to your friends' suggestion. Afterwards, send your final draft of your story along with your friend's feedback via e-mail to [alvaseptiantya@gmail.com](mailto:alvaseptiantya@gmail.com).



**Topic:** Schools Should Require Students to Wear Uniforms



**Topic:** Schools Had Better Have School Buses



**Topic:** Schools Should Permit the Students to Bring Laptops for Classes

# Have You Ever Heard?

## Harmful Effects of Smoking

The act of inhaling and exhaling the fumes of burning tobacco in cigars, cigarettes or pipes is called smoking. Originally, it was started by Native Americans and was practiced in rituals and for medicinal purposes. But, slowly it spread to other parts of the world, and by the end of 19th century the use was widespread.

Tobacco smoke contains a substance called nicotine, a poisonous alkaloid. It also has substances such as carbon monoxide, acrolein, ammonia, prussic acid, aldehydes and tar. Tobacco contains about 4000 chemicals, which when heated, produce a lot of substances that cause irreparable damages to the health.

Smoking affects the lungs and causes lung cancer. Its harmful effects do not end there. Cancer and some other illnesses such as heart diseases, stroke, and other cardiovascular diseases are caused. The risks associated with the use of oral contraceptives, and occupational hazards such as the use of asbestos sheets, are increased by the harmful effects of smoking.

The dangers of smoking are not confined to the smoker himself. The non-smoking person by his side is also affected by the act. This is called passive smoking, i.e., inhaling the cigarette smoke of others. It is also known as environmental or secondhand smoking.

According to the study released, the signs for cardiovascular diseases are higher in people subjected to secondhand smoking. It is confirmed in many studies that exposure to secondhand smoke causes lung cancer, heart diseases, heart attacks, and breast cancer in the case of young women. The risks a passive smoker is exposed to, have led to the ban of smoking in public in many countries.

Whether it is active or passive smoking, it has several harmful health effects. The bottom line is, it is harmful to health and 'SMOKING KILLS'. It is time to say no to tobacco and no to smoking.

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■ adapted from: *buzzle.com*

## Reflection

**What have you learned?**

**What do you think of the lesson above?**

**Did you like the lesson?**

**Were the instructions clear?**

**Did you have any difficulties?**

**If you have questions/suggestions, please send them via e-mail to [english\\_sma6yk@gmail.com](mailto:english_sma6yk@gmail.com).**

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The rest has the source information attached.